

# THE SCHOOL JOURNAL

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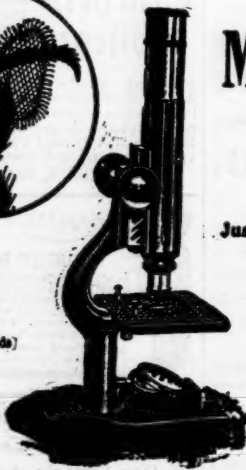
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## Social Responsibilities of the School.

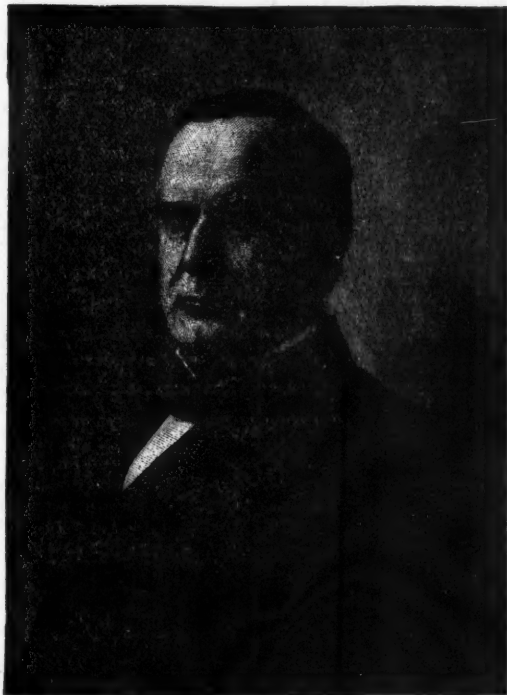
The nation's grief over its bereavement in the sad ending of the life of its noble president is sincere and deep. Party lines are obliterated, Democrats vie with Republicans in paying homage to the memory of him who was stricken down by an assassin in the performance of a magnanimous and kindly act. Touching are the tributes by which the poor in the tenements of our large cities give expression to their sorrow. Their homely decorations add volumes of meaning to the more elaborate displays made by business firms and wealthy private citizens. There can be no doubt left even in the most skeptical mind that the loyalty of the common people to the national government is as absolute as it has ever been since the birthday of our republic. The protest thruout the land against the teachings of anarchy is so unmistakably emphatic that no danger is to be feared of the existence of any widespread discontent with the principles of our government. And yet we must not shut our eyes to the fact that there are visible evidences of grave dangers which may tend to undermine the stability of our democracy. One is the influx of adult foreigners who are left uninstructed and never become immersed in the significance, duties, and privileges of American citizenship. The other is an apparently growing tendency to disregard of law and order, if not to actual lawlessness. The common school must take account of these conditions, and, like the bulwark of our free institutions, which it ought to be, it must inaugurate effective plans for averting the evil threatening from these directions.

Too much must not be expected of the school, of course. To hold this institution responsible for all the troubles arising in public life is wholly unjust. Its influence is powerful, no doubt, but it is not omnipotent. A few preachers of the "yellow" persuasion have been reported as ranting about the defects of the public schools, in charging the assassination of our beloved President to its short-comings. These gentlemen would probably strenuously object to letting the public schools share with themselves in the consciousness of any good to the nation. In fact one of the preachers whose words about the responsibility of the schools for the existence of crime have been most widely reported, applauded himself and the churches, especially those of his own denomination, some time ago, for the good traits our soldiers revealed in China. However it is well for the schools in times of national calamity to go into themselves and ask wherein they might help to uplift the nation and prevent recurrence of similar misfortune.

To begin with, let teachers and school officers the country over consider their responsibility with reference to the development of an intelligent and unswerving respect for law and order. The increase of that anarchistic monster known as lynching is an eloquent witness to a lack of practical loyalty to the principles of our republic. Senator Platt, of New York, said, when told of the assassination of President McKinley, "This is one of the instances where I think lynch law justifiable." Such an expression at such a time is doubly unfortunate. Lynching is never justifiable in an organized community. It is the belief in such justice that breeds anarchy and an-

archists, and impels the Czolgosz to raise his murderous hand against the chief magistrate of the republic. The school that fails to impress its pupils with an abiding respect for established law falls grievously short of its mission. The three R's and their appendages are not a sufficient program for the training institutions of our future citizens. The aim in all things must be righteousness. Liberty must be universally regarded as willing obedience to just laws. The schools that do not impress, in teaching and training, the higher aims of humanity, have no right to exist.

Teaching of respect for law implies the development of a healthy social feeling in school. It is of the highest importance, therefore, that the government of the school should be wisely organized, and that the pervading tone should be the right one. Respect and love in non-dissolvable union, must ever be the foundation in the training of children.



Toward the adult immigrants also the common school has grave responsibilities which it must realize in a practical way to meet the dangers arising from deep-seated embitterment, prejudice, and ignorance on the part of those whom necessity deprives of a course of education in the public day schools.

The schools must wake up to their great social mission. THE SCHOOL JOURNAL has repeatedly pointed out plans and measures by which this can be accomplished, but thus far the encouragement, the promising, has not been what the nation has a right to expect. Do the school officers wait for the public to compel them to move?

Beginning with next week, THE SCHOOL JOURNAL will take up various phases of the social mission of the com-

mon schools, one by one, for thoro discussion which it is hoped will lead to a speedy inauguration of practical plans for making all the people of this country co-operate in the solidifying of our democracy.



### The Career of William McKinley.

Nothing in President McKinley's useful and noble life became him better than his attitude on leaving it. Struck down by the assassin's bullet, he met his death in a way that brought tears to the eyes of the nation. The hymn "Nearer My God to Thee" has acquired a fresh sanctity thruout the English-speaking race from the memory that the twenty-fifth president of the United States died murmuring its beautiful words. Great as is the grief everywhere at the national loss, and profound as is the sympathy for those who are bereft, there must also be satisfaction that a life of so great usefulness has been crowned with so worthy a death.

While the memory of the tragic end is most recent, it is good to review briefly the incidents of the career. President McKinley's steady progress from position to position of responsibility is full of suggestion and encouragement to all Americans.

It must be admitted that he started under favorable circumstances. Good stock, that of the sturdy Scotch sort prevailing, is discovered in the generations behind him. Rearing in a simple American community, untainted either with degradation or with the unwholesomeness of luxury, awaited him in a family that was fortunate in knowing neither riches nor poverty. A good education, one that opened the eyes and disciplined the mind without giving too broad an outlook upon the fields of human endeavor, too paralyzing a sense of the anomalies of existence, was ready for him in the schools of Niles and Poland, and in the little college at Meadville. He taught district school for a term or two—an admirable preparation for any career. Finally he was fortunate enough to become a member, while still in the impressionable years, of a church that stands primarily for effort after uprightness. With such opportunities at the start a boy would have had no excuse for failure.

Yet many who have grown up in a similarly favorable environment have failed, not merely to reach the point of distinction in the eyes of men that William McKinley reached, but to achieve the possession of so well-rounded a character as he acquired. Events and surroundings gave him opportunities, and his will to make the most of himself, his interest in his own character, led him to grasp firmly at the opportunities when they presented themselves.

This was shown in his war record. Enlisting as a private, a mere boy, he won commendation not only for bravery under fire, but for efficiency and readiness in the ordinary duties of the camp. At Antietam he was commissary sargeant of his regiment, and earned a promotion to a lieutenancy by devising a system of sending up hot coffee and sandwiches to the men on the firing line. Promotion followed promotion. In the Shenandoah campaign he was sent by Gen. Hayes upon the dangerous mission of bringing up a regiment which had failed to retire when the rest of the brigade fell back, and during the retreat hauled off an abandoned battery which had been pronounced hopelessly lost. For this service he was appointed captain, at the age of twenty-one. In 1865 he was commissioned brevet major by President Lincoln "for gallant and meritorious service at the battles of Opequon Creek and Fisher's Hill." This was a remarkable honor for so young a man, but it was well deserved.

Major McKinley's public service as a civilian was not less remarkable for the readiness with which he rose to every occasion. Returning to Ohio, he studied law at Canton, destined to be his hometown the rest of his life, and at the Albany, N. Y., law school. He was admitted to the bar in 1867, and began to practice in Canton. But

the thought of a political career was always with him. In 1869 he ran on his county Republican ticket as a candidate for prosecuting attorney and, in a strongly Democratic county, made such an energetic canvass that he was elected. By 1876 he had attracted the attention of the state leaders and was put in nomination for Congress. From that year until 1890 he served seven terms of honorable statesmanship.

Mr. McKinley was always an active and conspicuous member of the house of representatives. He made himself an undoubted master of the facts concerning tariff legislation. Even those who disagreed with his conclusions could never trip him in matters of statistics and experience. He was a conscientious and thoro student of the subjects he had to deal with. As chairman of the ways and means committee he stood forth the leading champion in the United States of the doctrine of protection.

Defeated in the general defeat of his party in 1890, he was about to resume his law practice, but a spontaneous movement for his nomination as Republican candidate for the governorship brought him back to public life. He swept the state in the election of 1891 and again in 1893, carried it by the largest plurality, with one exception, ever recorded in Ohio.

In 1896 Mr. McKinley was the choice of the Republican party for the presidency. His name had several times before been mentioned, and in 1892 he might have had the nomination but for his loyalty to John Sherman. He was nominated at St. Louis, triumphantly elected, and on March 4, 1897, inaugurated twenty-fifth president of the United States. The important events of his first term are of recent memory.

War with Spain was precipitated by the destruction of the Maine in Havana harbor, Feb. 15, 1898. A few weeks later the president issued his call for 125,000 troops. Dewey's great victory at Manila, and the capture of Santiago by the American fleet brought the war to a speedy termination and gave President McKinley's administration the prestige of military success. A host of perplexing questions arose with most of which Mr. McKinley had to deal personally. That he tried to face them not in the light of personal preference and predilection, but of the desires of the great middle classes of American society is generally admitted. He felt himself in his office to be the agent of the American people. He handled the ticklish business of determining, at least temporarily, the status of Porto and the Philippines in such a way as to win the approval of his great constituency, and in 1900 he was unanimously renominated in the Republican convention at Philadelphia.

His re-election was a foregone conclusion. He carried twenty-eight states against seventeen carried by his opponent, Mr. W. J. Bryan; and his popular plurality was much larger than in 1896. It was evident that he had gained the popular confidence to a remarkable degree. Opinion had become general that Mr. McKinley was a "safe" man.

His assassination at the hands of Leon Czolgosz cut off his triumphant career all too early, for he might well have given the country, for many years more, the valuable results of his experience and habits of study.

The personal characteristics of the late president were those of a man who was well built to stand the strain of modern life. He was handsomely set up and well proportioned. He walked with a firm, buoyant step. He had those great arteries in the neck which betoken copious streams of blood flowing to the brain. His powers of endurance were remarkable. His gubernatorial campaign of 1891 has hardly been equaled in the history of American politics. He began the season with one set speech a day, but presently, as his enthusiasm rose, the number of his daily addresses grew greater until he was delivering twelve and even fifteen talks a day, some of them of considerable length.

(Continued on page 277.)



## Present Duties.

*By Supt. James M. Greenwood.*



**N**ATIONS, like individuals, are born, live, reach maturity, decay, and die. At best it is only a question in the prolongation of time as to what each shall bequeath to civilization. Educational theories as well as educational practices have very much that is common among the enlightened nations of the world. Each nation has its great problems to solve according to its climate, soil, commerce, domestic relations, its sanitary and social conditions; depending upon the habits of industry, economy, productivity, and intelligence of its people, all resting ultimately upon national ideas. The greatest lesson yet taught in all history, is that a nation with low ideals is never a potent factor in the progress of the race. But never was educational agitation so fierce as it is at this moment, not only in America, but also in Europe and Australia. A deep feeling on this subject pervades the minds of all thoughtful men and women, especially in our own country, and it is not confined to any one class or profession. It is an age too, of professional and technical schools whose function it is to supplement the legitimate work of the colleges and universities after a student is qualified to enter upon a line of specialization.

Many of our states have felt this magic touch and have responded to it in requiring physicians and attorneys, as a condition precedent, to possess the literary qualifications before they shall be permitted to practice either medicine or law. Among many of the leading religious denominations, high scholastic attainments have always been deemed necessary before entering upon a theological course. The instinctive feeling of the people was right and is right in insisting that the specialist of whatever kind, should have a broad training of mind and feelings before specialization is commenced. More tersely stated, one must have something to specialize upon before specialization begins. Even the well informed, narrow, specialized mind may carry specialization so far that it loses much, probably the very best of life, as in the case of the great naturalist Charles Darwin.

The destiny of this country is in the hands of the school teachers. They are the moving force that is shaping the character of the future men and women who are to mold the destiny of this nation. Should we not then take our bearings and deal candidly with some of the questions that we are called upon to handle? One of our national besetting weaknesses is that of shirking responsibility. To blame the other one is the Adamic sin. There is too great a tendency in many quarters to throw everything on the schools and then to hold the teacher responsible for all the bad that develops or is developed in the pupils, and to allow only a small margin of credit for the good that is built into habit in the formation of character. Responsibility should rest just where it belongs and nowhere else. We learn some things thru experience. The doctrine held a few decades ago that education, if generally diffused, would abolish all crime, is an amiable view of human nature that will not be realized in the immediate future. We have the good and the bad with us, and thanks to our institutions, nearly all are good, yet it behooves us to diminish the group the vicious class as much as possible, and thereby better the condition of all.

We need to study the social phenomenon known as crime, its extent, how to decrease it, the influences under which it develops, the methods of classification, and especially whether it be a product of physical and social conditions. Formerly the criminal classes, or the criminals were grown people, not often the youth. Among civilized nations the criminal classes, as shown by criminal statistics, are continually pushing down lower and still lower among the younger portions of community.

Either the laws are better enforced, or the boys and girls are attracted more by the allurements of vice and crime than formerly. Is criminality bursting forth at a younger age? This startling question alarmed the educators of France a few years ago and they set themselves resolutely to work to bring about a change. Thru the minister of education a systematic course of instruction in morals was introduced into the primary schools, including all those essential duties and obligations that should appear in the life and daily conduct of a good citizen; his duties to himself, to his neighbor, to his country and his God. That instruction, as I understand it, is given in assigned lessons the same as in any other important study in their curriculum. As a result of this work outlined by the Republic and carried forward by the teachers, juvenile criminality has been diminished something like one-half, and the diminution is attributed wholly to the public schools.

Crime can only be eradicated by dealing with its causes. We are accustomed to consider in this country a series of effects, the origin or root of which lies deeper down in the very strata of society. There are vices hard to get at, if not checked in their incipency, which may lead to the most flagrant violations of moral law. If we study closely into the conditions that foster juvenile criminality, it becomes manifest that it is found chiefly among children in city life where parental control is most frequently relaxed, disavowed, or transferred frequently to nurses or others having no deep vital interest in the well being of the child. The decay of that high personal influence which formerly was exercised by the father and mother over the child's actions has given place to a maudlin sentimentality that never sees anything to be corrected in speech or action and believes that petting, humoring, and coaxing are the legitimate means to be employed in developing strong, vigorous characters. Most children are impulsive, and especially is this so among children reared in large cities, and it is in those centers that juvenile crimes are developed. The child, whose parents exercise the proper parental influence, will look forward and after before committing a rash act. His impulsiveness is placed more nearly under the control of his will. He has been disciplined in consequence of punishments brought by his own acts upon himself, and thru practical experience he has learned what to do as well as what to avoid. Children thus nurtured will grow up with tamed passions and self governed.

Different theories, however, are advanced to account for criminality. One class holds that criminals are abnormally developed types of physical and strong emotional tendencies—a sort of downward evolution which perpetuates the vicious element in human character. This is one theory of criminal degeneracy, and it probably contains some elements of truth. On the other hand according to a progressive view of civilization or human evolution, others maintain that criminals are an adventitious variety of the human race. The most probable theory is that of arrested development, producing abnormal specimens, mentally and morally. Arrested development in the biological world, whether found in plants, animals, or the highest species of animals—human beings—always produces degenerates. Hard conditions are sometimes mentioned as the genesis of crime whether found among individuals or nations. Some of the lowest people, those pushed to the confines of the earth, are all classed as degenerates or criminals. But poverty is not always a co-efficient of criminality. It is asserted that the most heroic class of criminals are not poverty stricken.

However, any marked deviation from the normal type of physical, mental, or moral structure, is, to say the

Address Delivered to the Teachers of Kansas City, Sept. 14 1901

least, a danger signal. A careful study of the child shows that at the age of eight or ten he is unusually bright and intelligent, but at twice that age he is dull, stupid, and become prematurely old. The young criminal is sly and cunning and has a philosophy of life all his own. Society is an enemy to him and he is an enemy to society. He thinks all the good that people talk about and do is mere sham and make-believe. Whatever view one may take of this question, the fact that criminality exists is indisputable. Some would resort to drastic measures; others to the separation of the viciously inclined youth from the non-vicious. Perhaps apprenticing youthful criminals to work as is done in institutions of correction and detention in Germany and France—which amounts practically to a life of work under appropriate conditions—will doubtless result in diminishing the number in the body politic. Successful preventive measures will be reached gradually in this country. A reform of this character cannot be effected by proclamation. Somehow we must get hold of the very heart and soul of the parents in order to reach practical results. No parent is justified in transferring the entire control of his child to the school. The parent who pets, spoils, and in time, is ruled by his child, is planting a crop of disobedience, vice, and crime which will react with tenfold fury and will turn and plague him till the day of his death. Just now we need the deepest kind of heart education more than anything else to make strong men and women. Character and honesty are better safeguards for this life than all the learning and making the schools can ever give. A rotten soul is the most dangerous crop ever produced. A better type of home ethics is needed in order to reach the children whose environment is bad. Children can be taught to go upward as well as downward.

In school work we should especially note the distinction between the criminal, passionate children, and the ones who are sly, cunning and deceitful, and who will resort to all kinds of subterfuges in order to avoid detection. Lombroso is of the opinion that the young person who is carried away by a great feeling, such as love, parental affection, political or religious fanaticism, or the sentiments of honor—the one who had previously an honest life—should be treated differently from the more vicious kind of criminal. The crime that the young passionate criminal commits often carries with it its own punishment by the deep remorse it awakens. Unnecessary punishment is a crime itself. "That is the bitterest of all,—to wear the yoke of our own wrongdoing."

#### Periods in the Growth of Children.

"There are many persons who never ought to be educated at all," said Dr. G. Stanley Hall at Detroit in a paper which he read before the National Council of Education. He based his statement on physiological grounds chiefly when he said, "We are beginning to understand that ignorance may be a wholesome poultice for weak souls." This is a radical statement, a very extreme and partial view of the case, and contains a phase of truth—just enough to make it plausible and catchable. To set it in a more striking way, "What does it profit a child to gain a little education and lose its health?" The fallacy in this argument is putting a part for the whole. There is no need of a child's losing its health in order to gain a little education. It may lose its health in many other ways.

For years Dr. Hall has been dealing with the biological side of adolescence until he sees this most clearly, and yet he never loses sight in his devious wanderings of the spiritual nature. It is rather to some of his views of growth that I invite attention for a few minutes, interspersed with such running comments as I think are appropriate in this connection.

The first stage in Dr. Hall's "Ideal School" is in the kindergarten from two or three to six or seven years. He avers—"Here we need very much a rescue from symbolists. We need more of the mother and less of

the educated nurse." He claims that the deepest and profoundest truths communicated by Froebel are now being perverted. As an improvement, the children should hear more and far better English and a little later French and German. He would have the children spend most of their time out of doors in the free pure air and where they could have plenty of fresh potable water. He believes the kindergartens have run into a symbolic fetish. The second stage in childhood—according to this eminent authority—begins about the seventh year and is a transition period that bears the ripple of some far gone adolescent beach, whatever that may mean. From eight to nine the third period lasting till 13 or 14. During this period the child is best able to resist fatigue, plays more games, and possesses more activity than at any subsequent period in life. During the third stage, the school work should strongly accentuate drill habituations and mechanism. Discipline is now all-important. The small muscles can now first bear work. Verbal memory should be cultivated far more than it is. Technical names should even be learned now, and special stress should be laid in spelling and Addisonian syntax. Arithmetic should be mechanized. Drawing of the larger kind should be given full sweep. Geography he pronounces the "sick man of the school curriculum," and the child should begin Latin and Greek at eleven or twelve if they are to be studied at all.

The foregoing will indicate somewhat briefly his ideas touching the subjects mentioned, and what ought to be done in order to reach the "Ideal School." Perhaps the most vital points touched upon are those of drill and habits and the storing of the memory with such information as will be useful during life. The chief criticism that I offer is that he underestimates the reasoning power of children during this entire period. He speaks theoretically rather than from a practical knowledge of the facts.

The fourth period begins at about thirteen in girls and fourteen in boys and lasts about ten years. At this period all sorts of impulses spring up in the heart. The largest per cent. of criminals is in the later teens, and about the largest number of religious conversions. This is the clumsy, sensitive period, but the girls are more conservative in mind and action than the boys. The teacher now needs to lead and to inspire. May not the foregoing analysis of this period explain why it is that in high schools everything is kept under lock and key, while in the ward schools, seldom is anything kept under lock and key.

Children enter high school with ward school momentum behind them, and if the high school is simply a link in the system between the ward school and life, or the college and university, it relaxes its hold upon the pupils just at this period when they most need direction, soul consolation, and heartfelt sympathy. Probably high school teachers as a class, owing to the peculiar relation they sustain to the educational system, occupy themselves less in studying educational problems than any other class of teachers. The college and elementary university work should depend upon the high school, and the high school should not be used as a viaduct thru which pupils are to be passed to either of these institutions. The high school curriculum should fit for life, and only incidentally for college or university, and this fact the colleges and universities should recognize.

The custom of throwing the high school boys and girls at the most critical period of their lives out on their own inexperienced resources, is a most hazardous experiment, and the habit of rushing them for a few hours a day into the presence of three or four different teachers without exposing them in a serious manner to the uplifting influence of any one of these teachers, is a palpable weakness in our high school system. A way will yet be found to strengthen this weak spot by more serious study and less attention to amusements which enervate and dissipate nervous energy. In concluding this phase of the subject, I will again quote Dr. Hall



who said, "High school teachers should know more and teach more. Abroad, in Germany and France, the teachers in the secondary schools are most of them doctors of philosophy and many of them masters in some subjects. It would be a good thing if our teaching force could be moved down the line, college professors being transferred to the high school, high school teachers to the grammar school, grammar school teachers to the primary, and the primary teachers to the kindergarten, with a sprinkling of college graduates in the lower grades." I would suggest a different movement in the transfer of the teaching force by putting for a time at least, college or university teachers down in the high school and ward school work, and the elementary teachers and high school teachers into the colleges and universities. Some colleges and universities need up-to-date teaching more than elementary and secondary schools.

#### Manual Training in Schools.

We have perhaps reached a stage in the growth of manual training in this country when a fair estimate can be made of its scope and character. Of recent years it has taken on a much wider form than was at first anticipated by its most ardent advocates, and whether it will eventually assume a more restricted field depends upon the financial resources of the community. It is made to include all kinds of handicraft and domestic work at present. The prevalent idea now is to have children make things from directions, patterns, blueprints, and drawings in general. The first step after the preliminary development of the subject is a drawing or sketch made with precision, followed up by making a concrete object of paper, straw, sticks, wood (lumber), iron, or steel; and additional for the girls—cutting, sewing, dressmaking, millinery, crocheting, knitting, domestic science, embroidery, etc. All these subjects are touched upon with more or less minuteness. What can be done in a system of schools in this country is primarily a matter of money, and secondarily—a choice of subjects. There will also be an adaptation of means to an end in any given community. For instance, what might be advantageous as an addition to the regular course of study in New York, would not not be desirable or even necessary in Illinois, Nebraska, or in California. It is better among us that our girls know how to fry a good steak, bake good bread, make up a bed, or sweep and dust a room, than that they should know how to cook fish or make clam soup, and so on with many other matters of detail that will readily suggest themselves.

A child under normal conditions can do a certain amount of work each day, and it is a question not yet determined how much manual labor a child can perform each day and not interfere with his intellectual studies. There is a growing conviction in the minds of many persons who have watched the progress of pupils unprejudiced, that if either regular school duties, or manufacturing and domestic science work be unduly emphasized, the pupil's progress is hindered in a corresponding degree. The Germans, in my opinion, have worked out manual training and domestic science better than we are likely to do. They do not undertake to do everything at school. Their plan is not to interfere with regular school hours. The children work at manual training before or after school hours and on Saturdays, instead of mixing all in together. They are too far-seeing and too mindful of the health of their children to violate the plain sanitary conditions of learning, working, and growing. Besides Wednesday and Saturday afternoons are always school holidays, while we have five consecutive days without a break. However, they keep their boys and girls in school a longer number of hours each day than is customary in this country.

I have always held to the opinion that an hour or two of good substantial work each day for a boy when he is in good health, is the best tonic for appreciating

study. It gives a keener zest for study and it helps the boy.

Toughening the body by proper exercise at solid work is one of the best methods of strengthening the mind that has ever been devised, and it fits the mind for taking hold of subjects with a power that is buoyant and elastic beyond anything that ever comes to one who has never felt this stimulus. Upon this basic fact of human nature, I would build up a system of manual training as such whenever and wherever the financial condition of a school community would warrant it. But as you know schools cannot be conducted upon any other than upon a financial basis, hence, it is incumbent upon a school board to do the best it possibly can with the funds available for school purposes. In the last analysis, this is the situation that we are now facing and must face for some time, to carry on a system of public schools with a very limited revenue, and not be able to do all we would like to do, but what we can do.

There are some things that are better than mere ability to work and to make things. We cannot afford to lower the general scholarship in our ward schools along the lines of ethical, intellectual, and physical education. These should be supplemented with as much of the industrial and handicraft work as can be done consistently with all the interests involved. If any lopping off has to be done in our system, it should be at the top and not at the bottom. The top should never be bigger than the base upon which the structure stands. We sometimes put more into a conclusion than the premises will justify. New conditions will ever bring new problems and all we can do is to think and to feel our way thru them into a better and a clearer atmosphere.

To be continued.



#### The Career of William McKinley.

(Continued from page 274.)

While rather a serious man in the exercise of his duties Mr. McKinley had a fund of quiet humor which revealed itself whenever the reserve of officialdom or of public function was removed. It is told that in the summer of 1898, when the Spanish war troubles were most besetting, he would find rest in the evening in an hour's chuckling over Mr. Dooley's skits upon himself, "Tiddy Rosenfelt," and "Pat, the Clam."

His devotion to his invalid wife was a lovely feature of Mr. McKinley's character. Mrs. McKinley was born Ida Saxton, the daughter of a banker in Canton. Major McKinley and Miss Saxton were married January 25, 1871. Two children, both daughters, died in infancy, and Mrs. McKinley, since their death, has never been well or able in any way to take so prominent a place in the world of society as her husband's position would have presupposed. In all their married life Mr. McKinley's love for his wife was beautiful and unaffected.

The lesson of Mr. McKinley's life is easily read. Being equal to his opportunities made him a shining mark in the nation. He was very much of an American. He had the American capacity for work and the capacity for growth. As a statesman he was constantly broadening his outlook, often to the discomfiture of his political opponents who had hoped to find him hide-bound in his opinions. Had his death occurred later, in a normal way, he would always have been remembered as an able, conscientious executive and a man of most sterling moral character. Dying, as he died, the victim of an anarchist's hysterical craving for sensation and notoriety and meeting his death with Christian fortitude and resignation, he will be remembered as one of the "martyr presidents."

A sketch of the life of President Roosevelt will be found on page 282.

# University Trained Teachers for High Schools

By *Supt. M. A. Whitney, A. M., Elgin, Ill.*

(Continued from last week.)



ONE of the demands of modern education is that there shall be a close articulation between all the parts of a school system. It requires that pupils shall pass naturally and easily from one grade to another, from the kindergarten to the university. That it is desirable to bring all the parts of our school system into close and harmonious relations will, I think, be unquestioned. That it is easy to accomplish, will not be as readily admitted by those who have made the attempt. The greatest gulf between the parts of the public school system has been between the eighth grade and the high school. The methods of teaching and handling pupils in the higher schools differ slightly from those used in the lower, but there seems to be no good reason why methods of dealing with pupils in the ninth grade should differ very much from those used in the eighth grade. Methods should change gradually from grade to grade, and not abruptly anywhere.

One of the chief reasons for the gulf between the grades and the high school is the lack of acquaintance with the work of the high school by the teachers below, and the lack of acquaintance with the work of the elementary schools by the teachers above. Whether the one body has regarded the work as beyond its capacity to comprehend, and the other has regarded the work as beneath notice, I do not know, but there has been both a lack of knowledge and a lack of sympathy. Some high school teachers have seemed to regard their success as measured by the number of first year pupils they could discourage and drive out of the high school in the shortest time.

## How the Gulf Can be Bridged.

No department of our school system can live wholly unto itself and attain the highest success. There must be an understanding of, and a consideration for, what precedes, from above, and a knowledge of what follows by the teachers below. The gulf between the departments of our school system will be partially bridged when we can bring about a greater knowledge on the part of all teachers of the purposes, ends, and aims of the course of study as a whole, and when there can be entire sympathy between those engaged in teaching in the various departments of the system; when the course of instruction is such that too many new things will not be thrust upon the pupils in making the transition from one grade to another; when the high school teachers better understand the aims and purposes of the work in the elementary schools, and when college professors better understand the work and the aims and purposes of secondary schools; when, for example, high school teachers of mathematics understand that the aim of the work in elementary algebra and elementary geometry in the grades is not to cut off bodily a piece of the high school mathematics for the purpose of lessening the burden of the high school teacher; when science teachers understand that the aim of elementary science in the grades is not to cut off a piece of the high school science, but to lead the child "by easy marches," as Xenophon would say, to algebraic and geometric reasoning, exact thinking, and close observation. Such subjects would deserve a place in the grades even if the pupil was sure never to enter the high school. Such subjects are in the course of study for the sake of the child, and for no other purpose. He may never need to use them, but he will always need to have along with him his powers of seeing clearly, of thinking accurately, and of reasoning to correct conclusions, no matter in what business he may engage.

Again: when we better understand the purposes and

the method of presenting literature to young children, and can realize that the heart as well as the head must be cultivated; when teachers can better understand that there is a portion of the grammar of our language which the child of twelve or fourteen can comprehend and see the use of, and another portion better adapted to the senior in the high school; when teachers, and especially young teachers, will be content to receive pupils who know a little less than everything, and can be led to believe that it is their duty to teach them some things they have never known, and to fix some things which they have forgotten, then there will be less of a gulf than now. Some of these things the teacher should know before entering upon his work in the high school.

## Wanted, Greater Breadth.

The old notion that a teacher can know the work of only one grade and do it successfully may be due to a characteristic of the teacher of limited education and training, but certainly ought not to be of well-educated, broad-minded men and women. It may be a characteristic of the teacher of the future who has prepared himself to teach only one subject, or only one branch of a subject, but before we go too far in this dissection of the work of the schools it may be well for us to consider that the child is an important factor in this educational problem, and it may be just possible that one teacher can know as much of all subjects as one child ought to be taught of these subjects, especially in the elementary schools. Too close specialization is the curse of both elementary and secondary schools. It is not only the curse of the schools, but it is detrimental to the best interests of those students in our colleges who are preparing to teach in the schools. Some colleges have narrowed the work down so that not only do students spend the major part of their time upon one subject, but not infrequently upon one phase of that subject. As a result of this narrowing tendency, when the university graduate comes to the high school to teach physics, for example, he brings his college physical laboratory along with him. If he has spent the most of his time in college specializing on light, he desires to specialize on light in the high school, and with difficulty adapts himself to high school work and high school conditions. What I plead for is this—not less, nor less exact, scholarship, but greater breadth and adaptability in the university trained teacher for the high school.

Why should not teachers who are to prepare themselves for secondary work make a special study of school problems and conditions, especially of the different phases of the subjects as embraced in the elementary and secondary work? Is it asking too much that the colleges and universities prepare to direct this preparation? Using the subject of physics, if a portion of the subject is to be given in the elementary school, another in the high school, or perhaps better, if a portion is to be known as elementary, another as secondary, and another as advanced, why should not our prospective teacher know something of the proper divisions, and something of the successive steps in teaching them? If he does not know the relation of the elementary to the higher he is very likely to fall into the altogether too common practice of beginning anywhere, omitting the elements of the subject, and attempting to build on a foundation of air. In fact many teachers are now doing this very thing in some of their work. They set a student to solving problems in abstract mathematical physics before he knows the fundamental laws of the subject. It might be appropriate for him to solve some of the more elementary problems first. Too many students spend weary days and weeks looking thru a



compound microscope in botany before they have learned to see with their eyes, and recognize even the most common things about them. I have no quarrel with those who wish to use the compound microscope in botany, but by the excessive use of such instruments we have turned out of our schools and colleges a generation wholly ignorant of the things in nature. A botanist who is not on speaking terms with the common plants and trees in his neighborhood, and knows them only in the dissecting room, is as useless to society as a physician who knows men only as he meets them on the operating table. But am I setting up a man of straw? All high school men, or at least all superintendents, know I am not. Ask some of those who have had a Ph. D. for a teacher of botany within recent years,—one of those who has taken his degree in science and was not able to tell a maple from an oak. Ask those who have attempted to do even the simplest observation work on trees, common grasses, grains, weeds and other plants, with teachers who have had a high school course in botany under these university trained teachers. They know that the elements of the subjects have never been touched, or if touched, not sufficiently emphasized.

We need men in our universities who can and will, especially for those who are intending to teach, grasp the whole of a subject, from the elements as touched upon in the kindergarten, to the more difficult principles underlying subjects which properly belong to the university, men who can give some definite suggestions and advice to teachers on adapting the parts of a subject to the work of the school course. We need high school teachers who will be as skillfully trained in selecting and adapting the work which they present as the best primary teachers are in selecting and adapting their work. When we can have such teachers all along the line we shall hear less about the overcrowding of the course of study, for the waste now incident to poor teaching and poorly adapted work, if saved, would give more than time for all desired enrichment, and would make it possible to render the high school course of study more attractive and valuable.

#### Work for the University.

If the question of the relation of grades to the high school and of high school to college is a vital one, one upon which the very life of the school depends, what is the proper relation of the university trained teacher to it, and how is he to be fitted to cope with it without too great loss to the pupils in the schools? As far as the high school is concerned the university has an essential work to do aside from the academic work in a given subject. Some of it is this work of organizing the subject for the teacher, so that he may see the proper relation of the parts of his subject, and may be able to organize his work systematically, when he becomes a teacher.

Is it too much to expect of our universities that they will organize courses for prospective teachers that will give this desirable view of the whole field of the work in a given subject? Is it too much to expect that they will advise those who are to become teachers to specialize less and to lay instead a broad foundation? The man who knows only Latin is a very poor teacher of Latin. The man who knows only physics is a very poor teacher of physics, especially if he has devoted most of his time to one branch of physics. The man who knows only American history is a very poor teacher of American history.

The universities of this country have been of inestimable service to the high schools within the past few years in suggesting proper work along many lines. The assistance has been of greatest value where it has been given more with a view of what was best for the pupils of the high school than with a view of what was best for the university. The elementary schools are in great need of just such assistance along some lines from the high schools, or from the universities thru the high schools. Such assistance can be rendered best by those who can take a

broad, sensible view of the elementary, secondary, and higher phases of a subject.

The schools must depend partly upon departments of pedagogy in our universities to give this breadth of view and adaptability, but every department must be more or less a department of pedagogy, in developing its subject from the elementary to the higher with the proper sequence, for whatever be the aim of the work in any subject the best results must come from such systematic development.

Some of our theories of educational management need to undergo a careful revision. Society has run for a good many centuries, and some schools have adopted the same theory, upon the theory of the survival of the fittest few. The ideal school, as well as the ideal society, will be the one in which the many are fitted to survive. The schools can bring about the survival of a greater number by carefully adapting the work to the capacities of the pupils, and by keeping each department within its proper province.

Each department of the school system should aim to succeed within its own legitimate sphere. The elementary school should not be ambitious to become a high school; the high school should not be straining to become a college. The ideal of the elementary school should be an ideal elementary school; the ideal of the high school should be an ideal secondary school, and it should not be the aim of either to browse in the pastures of the other.

We need to exercise sound sense and good judgment in dealing with the educational problems that are before us. Well might we in all humility offer for ourselves the prayer that a pastor recently offered for his people when he said, "O Lord, I pray Thee give my people sense; I pray Thee give them horse sense." And all the people said, Amen.



The public schools of Chicago cost the taxpayers last year about \$7,250,000, or an average of about \$28 per pupil. Of this amount \$595,000 went to the high schools, making the average cost of the 8,996 pupils in attendance something more than \$66 per capita. It is a perfectly plain proposition, argues one of the Chicago papers, that, conceding the value of high school education, if the money spent on high schools were devoted to elementary and grammar education there would be ample funds to provide a seat in a public school building for every child of school age in Chicago.

And it is also a perfectly plain proposition that such action would impair the value of common school education in Chicago rather than help it. Every child appears to have been accommodated this fall, tho many are in rented quarters. A pity it is that all cannot be housed in new, well appointed school-houses; but the remedy does not lie in abolishing the high schools, the crowning glory of the system, the schools for the training of leaders in a democracy. Improve the high schools, get them into better accord with the work-a-day world, but do not talk of cutting them off as if they were a parasitic excrescence on the trunk of common school education.

A cooling plant is going to be, in the near future, a part of the equipment of an up-to-date building. Prof. Alexander Graham Bell, of telephone fame, says that there is no more excuse for suffering in one's house from heat in summer than from cold in winter.

"Furnaces," he says, "are placed in the basements of houses so that the rising hot air will drive out the cold and heat the house. Why should not a refrigerating plant be installed in the attic so that the descending cold air would drive out the heat and cool the house? By closing the doors and windows of the lower floors and opening those of the upper floors to permit the hot air to escape a long stride in the direction of relief would be taken."

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 21, 1901.

The secret of success in any field of activity is earnest devotion to one's business. This is especially true in teaching. All really good teachers, and they are the only truly successful ones, are laborious persons. At school their whole being is wrapped up in the endeavor to advance the highest interests of the pupils in their charge. Out of school they study to perfect themselves both in the subjects they teach and in the knowledge of the art of teaching. Their heart is in their work. That is why they succeed. Their influence is a power in the community in which they labor. They win golden opinions, and promotion is sure to come to them; good teachers are always in demand.

A good plan is being tried in Cambridge, Mass., of allowing to each grade teacher one or two hours a week to be devoted to whatever study her class seems most deficient in. Thus for two or three weeks she can give extra time to arithmetic, and perhaps after that give the extra periods to finishing up some work in manual training. Where discreet teachers are employed, such an arrangement ought to work admirably.

Chicago continues to lead the country in the movement for extending the functions of public school education. The School Extension committee, organized a few months ago, has called a conference for the first Saturday in October of the various organizations in Cook county which are working in the direction of making social centers of the school-houses. Between thirty and forty bodies are included in the invitation—among others the Citizens' Association, the Municipal Voters' league, and the Civic federation.

One of the marked features of the Philippine education system is the enthusiasm with which night schools for youths and adults have been welcomed at Manila and in other centers. School-rooms are crowded with earnest young people, sometimes as many as two hundred pupils sitting to a single teacher. Evidently there will be a good field for the university extension movement in the new possessions.

Prof. William James, of Harvard university, who has been seriously ill is gradually recovering his strength. He will return to Harvard in time to begin a moderate amount of class-room work during the first half of the next college year. He will then go to Edinburgh to lecture in the Gifford course. His popularity as a lecturer is attested by a correspondent of the *British Weekly*, who writes: "A class-room, which must be seated for about five hundred, is packed to the ceiling every Monday and Thursday at twelve with a most alert and attentive audience."

There is no telling how far methods of teaching may be revolutionized by modern inventions. A writer in an English magazine has the following suggestions:

"The addition of the phonograph to educational paraphernalia suggests some further developments. What about the kinoscope? Has not the time come when this instrument may be used in conjunction with the phonograph—the two together constituting a means of bringing vividly before the mind's eye the living world of action? How admirably could a person learn a foreign language if he saw before him on the screen the various moving scenes, taken from life, while simultaneously there is heard from the throat of the phonograph the suitable vocal accompaniment. What a new impressiveness would be given to *Ich habe zwei Tassen Thee getrunken*, if on the animated screen should first appear the bibulous tea

drinker going conscientiously thru his performance, and if then the phonograph should volley forth the statement, *Ich habe zwei Tassen Thee getrunken*. How vivid, if the student should see before him the moving figures of two persons standing in doubt and embarrassment on a door step, while in his ears are heard issuing from the phonograph the anxious words, *Pensez qu'il pleuve Thee aujourd'hui? Prendrons nous nos parapluies?* No, we are not joking. Nothing is impossible in these days."

## Respect for Life.

One of the early commands impressed upon the human race was "A life for a life." The universe is constituted to support life. The Psalmist makes Jehovah not only the source of life but the supporter of it. "Thou givest them their food as they need." And yet it is one of the common things of our experience to see life wantonly destroyed.

While riding with Supt. G——this summer as we approached a school we saw three boys throwing stones at a bird's nest that hung out on the end of a branch; they said the mother bird had just entered it. After passing them he remarked on this desire to injure a living creature engaged in the effort to continue life on the globe. The lady in charge of the school seemed to be a refined person and when the incident was mentioned offered no dissent; she was used to it.

In conversing with Professor Murray, who had spent several years in Japan, he remarked that if one took up a club when a dog stood near it did not run as it would here, because the Japanese are kind to their dogs. Is there not something to be learned here? Is it not possible that the civilized people of the earth have acquired a passion for destroying life? Undoubtedly there was need of destroying certain animals, as lions, tigers, snakes, etc.; and the need of destroying such still exists, as well as of many harmful insects. But the condition of the earth is quite different from what it was in the early days of the human race.

What is the effect of holding life so cheap? It is antagonistic to a high civilization; and by this term is meant a great deal more than the building of railroads and the swift movement of cars upon them. The form of civilization we exhibit at present and which we are proud of, is fairly reeking with crime. The percentage of crime in the American races that once inhabited this continent was extremely small according to Schoolcraft; and many writers have attempted to account for the increase of crime with the increase of civilization. India, for instance, with 300 million of people exhibits only a small part of the crime that appears in this country with 60 millions. This fact ought to come home with force to the teachers, for the criminals have all been, at some time, *school children*.

But this is not just the point aimed at; it is believed that those who are kind to living creatures are far less disposed to do criminal acts; that children who have instilled into their hearts as a principle to be kind to the lower animals will be kind to their fellow men.

John Burroughs says: "When a boy at school, the new teacher met me on Saturday night with several red squirrels hung on a stick, the result of an afternoon's hunt in the woods. When I said this kind was not eaten I was confounded by her question, 'Why kill the poor creatures then?' There was no reason, and I have not shot one since."

Turgeneff, the Russian novelist, went out hunting golden pheasants with his father; one was seen; he fired and wounded one and followed it into a thicket where, with the instinct of the mother, she was trying to reach the nest where her young brood was huddled; she reached them, spread herself upon them, her head toppled over, and she died. He there and then vowed he would destroy no living creature and he kept his vow.

The Rev. Theo. Wilson says, "I was at a Bible conference and there was remarkable attention to the expositors. I went out with one of the elders, to get into



his carriage and the horse not standing to one side, as was desired (tho the poor horse was not aware of it), his owner twitched his bridle savagely and gave him a dreadful kick in the belly. I could not but regard the man as merely veneered with Christian love and charity."

It used to be a rule observed in cultured families in the country not to allow the children to witness the slaughter of the fowls, hogs, or oxen needed for food. The teacher in the town of P—noticed that the two worst boys, both under fifteen years of age, were sons of butchers. In a district in Orange county, where it was very difficult to maintain good order in the school, it was remembered that over 200 calves were slaughtered during the year and sent to the New York markets.

Thousands of facts of a similar nature could be cited to show that the destruction of life is antagonistic to the growth of love, sympathy, and kindness in the human soul. The great office of the teacher is to make ethical commands paramount. Now this is not done by teaching children to say "Thou shalt not kill," but by teaching them to sympathize with the animals about us: that they love life just as we love it; that they suffer just as we suffer.

It will be apparent to all who consider it that we reap as we sow. If we do violence to animals we shall suffer for it in the end; we are now suffering for it; the crimes now committed in this country are the result, partly at least, of the crimes we have committed, or are committing, against the animal world. An eminent French teacher says, "I have long been convinced that kindness to animals is the beginning of moral prosperity. If we are immoral towards animals we shall be immoral towards each other."

#### Commendable Liberality.

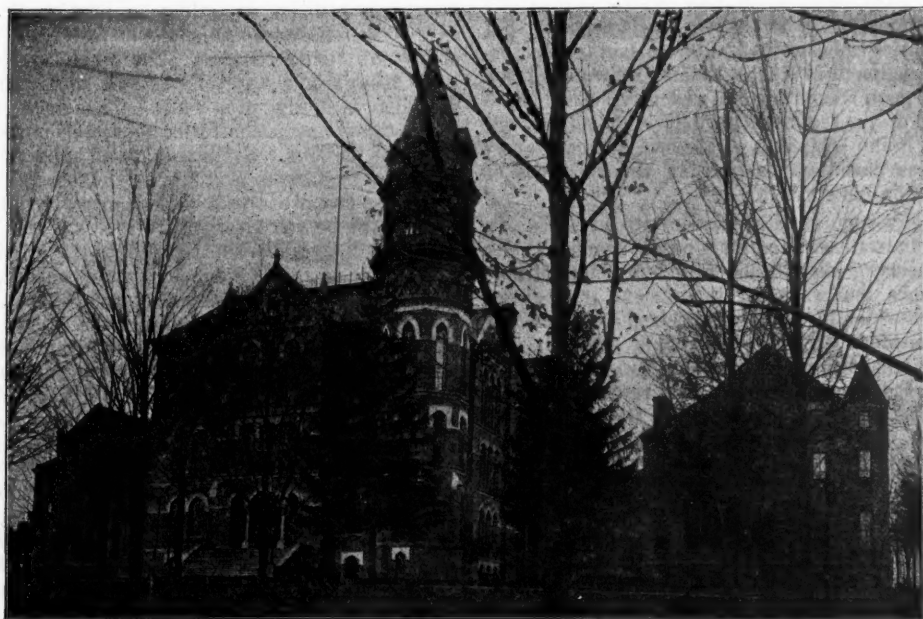
The legislature of Michigan has been more than usually liberal in its appropriations for normal schools for the next two years, the total sum amounting to \$453,000. This, increased by the addition of the interest on the normal school fund and the receipts from tuition, about \$30,000, will make a considerable expansion possible. Several new buildings and additions are reported. A science building is promised for the state normal college together with repairs and improvements, costing about \$25,000. The present building of the central state normal school at Mt. Pleasant will be enlarged by the addition of an east wing; and a model training school, to cost \$30,000, is underway. At the northern normal

school a brown stone building for the department of science is in process of erection. The general equipment, too, of the normal schools is being improved. Ample provision for courses in manual training, a subject that, strangely enough, has not previously been developed has been made at the state normal school. Salaries have been substantially increased in all the normal schools, and a general feeling of satisfaction prevails.

#### Wise Saving and Wise Spending.

The rapid growth of the school savings system gives cause for both gratification and concern:—of gratification because it is a movement toward training children in one of the important duties of citizenship; of concern because no plan seems to have been devised for teaching children concurrently the duties of saving and of spending money. Of a truth the duties of spending wisely have got to be apprehended before there can be wise saving. The two processes are intimately related. It is training a child in a wrong habit to teach him to save every dime, or any dime, without first giving due consideration to his legitimate needs. There are sections of this country where training in habits of saving is very much needed; and there are sections where habits of spending need especially to be inculcated. Everywhere each habit should be regarded as the complementary of the other. Each is corrective of the other, and either may or may not by itself lead in the direction of economy. Saving money is oftentimes an act of extravagance and we all know how frequently people, whose scale of expenditures is very lavish, thrive constantly while parsimonious families of our acquaintance are constantly in want owing, of course, to the impoverished vitality of their members. The point to be noted—and this should somehow be brought to the notice of school children now and then—is that the man who spends money should know why he spends, being determined to get full value for his expenditures, and the man who saves should know why he saves, being convinced that the money he lays by to earn its four per cent. in the savings bank, will profit him more when thus invested than if expended directly upon things that make for life and energy.

This thought is commended to Mr. Thirry and the other leaders of the school savings banks. How are we to teach children to spend money wisely, not upon things that make for their ill being, but upon things that will promote their efficiency?



State Normal School, Ypsilanti, Mich.

## President Theodore Roosevelt.

Of President Roosevelt it may be said that he has arrived at his high office over a course that is traditionally hard to travel. He started life under apparently unfortunate auspices. He was born in the great city of New York; and it is well-known that only country boys have any chance of succeeding in life. His family is old, rich, and aristocratic. He is the first president since John Quincy Adams, whose name alone would be a passport to the most exclusive society. He was not educated in the public schools, as are all the successful men in the encouragement-books; rather he was fed intellectually on a thin diet of private tutoring until he entered Harvard. As a boy he was very delicate physically and gave no promise of becoming a Rough Rider. When he came out of college Mr. Roosevelt did not have to go to work, unless he wanted to. He might have taken the trip around the world or become an additional pendant to Newport society.

With all these handicaps Theodore Roosevelt has lived the most strenuous life of any man of his time. By devotion to general athletics during his college course he made good his deficiencies of physique. He had started to do important work in American history before he was graduated. He buckled down to the study of law in New York city and was elected to the New York state assembly in 1881, as a "silk-stocking." He proved to have a new point of view in politics, and was twice re-elected. No very young man in the United States ever came more quickly into national prominence. In 1886 he was the candidate of the Republican party for mayor of New York and he gave Hon. Abram S. Hewitt a good fight, being defeated by a small plurality. Subsequently President Cleveland appointed him a member of the United States civil service commission. In this office he continued until May, 1895, when he resigned to serve as police commissioner under Mayor William L. Strong. As president of the police board he certainly made himself felt; the work done by the Lexow investigating committee is testimony to his energy. His enforcement of the unpopular Sunday closing law was characteristic of his uncompromising directness.

In 1897 he left the police board to become assistant secretary of the navy under Mr. McKinley. He had been greatly interested in the navy department since his college days when he wrote "The Naval History of the War of 1812," and he brought to his new duties enthusiasm and energy which did much toward preparing the navy for the imminent war with Spain.

How Mr. Roosevelt, who has repeatedly declared that war and politics are the two greatest games played, organized his regiment of Rough Riders; how he led the famous charge at San Juan hill, and how he continued in command of his regiment until it was mustered out at Montauk Point—this is as well known history to every school boy as Washington's crossing the Delaware or Perry's fight on Lake Erie.

Elected governor of New York state in 1898 Mr. Roosevelt administered the affairs of the commonwealth with an honesty of purpose and an independence of political trammels that went far to augment the popular acclaim with which his name was greeted as a candidate for vice-president at the Philadelphia convention in 1900. The nomination was made against his expressed desire, but the demand for him as a running mate to Mr. McKinley would not be gainsaid. His name meant an accession of strength to an already strong ticket. He was triumphantly elected, and is now the fifth president who stepped directly into his office from the vice-presidency. To him, the representative of vigorous, out-of-door Americanism, of honest purpose to public service on a high plane of efficiency and decency, the support of every loyal American, even of those who are bound to disagree with some of his policies, is undoubtedly due.

## The Busy World.

Lynchings have been unusually numerous this summer and it looks now as if we shall, in 1901, break the record of 1892, when 236 people were executed under Lynch law. Since 1880, more than 3,130 persons have been put to death without due process of law. In every state of the Union, except Massachusetts, New Hampshire, Vermont, Rhode Island, Delaware, and Utah, the crime of lynching has been committed. The state that heads the list is Mississippi in which 253 have been slain by mobrule. Texas is a close second with 247, and Louisiana comes third with 221.

In the face of such conditions generalities to the effect that education will gradually eliminate this evil seem superfluous. The most pertinent suggestion we have seen is to the effect that the United States Congress should pass a law severely penalizing every county in which a lynching takes place. Touch the people of a community in the pocket-book, and you may get regard for the just processes of law.

Some conception of the magnitude of modern transactions may be obtained from the statement that a contract was recently placed with the Wabash railway company for the transportation of 4,000,000 tons of iron and steel. To get this amount into Pittsburg, the objective point, within the year eleven or twelve full trains per day will be required. Four million tons of this character of freight will fill between 130,000 and 140,000 cars. Arranged tandem these cars would form a line extending from New York to a point one hundred miles west of Chicago. Made up in double track fashion the line would extend from New York to Toledo.

The idea that insurance companies ought to put total abstainers in a class by themselves, giving them the benefit of their good habits, appears to be gaining ground. One of the leading insurance companies is reported to be about to begin the experiment in response to a petition signed by Senator Frye, of Maine, John Wanamaker, Edward Everett Hale, and several other prominent men. Just how much lower the death rate is among abstainers has not been definitely settled, but from the statistics furnished by several English life insurance companies it would appear to be established that it is lower by at least twenty-five per cent.

## Is Niagara Running Dry?

Before Niagara Falls, in cutting a way back to Lake Erie, reach the head of Grand island less than five miles away, it is probable, according to Prof. A. W. Graham, of the Rensselaer Polytechnic institute, at Troy, that there will be no Niagara. The whole system of the great lakes is in a state of unstable equilibrium. Lake Michigan is slowly rising while Lake Erie is getting so shallow that navigation for large vessels is yearly growing more perilous. Eventually, to all appearances, Lake Michigan is going to overflow to the Illinois river, as it did in the last pre-glacial period. As a result, the current in the Detroit river will be reversed and the whole system will be drawn southward into the Mississippi.

There is no occasion for immediate concern, however, and, according to Professor Graham's figures, it will be about one thousand years before Lake Michigan bursts its present bounds; in about 2,000 years the Illinois river and the Niagara will be carrying out about equal shares of the surplus waters of the lakes, and in 3,500 years the bed of the Niagara will be dry.

A factor that Professor Graham does not appear to take into account in this prediction is the agency of man. It would almost seem that human ingenuity has already reached the point where it can control even geological changes. For instance, if it should be desired greatly to increase the amount of water that already goes to the Mississippi thru the Chicago drainage canal there is no doubt that the tendency of Lake Michigan to seek another outlet could be very much accelerated.



## The Educational Outlook.

### The Fort Smith High School.

FORT SMITH, ARK.—Supt. J. L. Holloway is following good precedent in using the local press to inform his public as to the educational advantages in their midst. A long article of his on the Fort Smith high school is noted in a recent number of the *Elevator*.

A few facts about the school may be of general interest as showing what progress is being made in secondary education down here in Arkansas.

The building is one of three stories, of cream-colored brick and grey sandstone with trimmings of grey terra cotta. It is heated by steam, the direct-indirect system being employed. There are fourteen recitation rooms, two large offices, an assembly room capable of seating four hundred pupils, and an auditorium with open chairs for the accommodation of one thousand people. Three laboratories are found for biology, physics, and chemistry. There is a reference and general library of about 1,000 volumes. The manual training department is the only one in an Arkansas high school.

The school has seven teachers, all specialists, all college or university graduates. The work is divided so that the principal takes history and economics and one teacher each is assigned to English, Latin, and Greek, science, mathematics, modern languages, manual training and bookkeeping. The total enrollment of the school last year was about 260, of whom twenty were non-residents.

The good influence of this modern and up-to-date school is being felt, not only in the city of Fort Smith, but in all the neighborhood. Supt. Holloway is justly proud of it.

### Oldest Teacher in Kansas City.

KANSAS CITY, MO.—Prin. W. H. Berry, of the Kensington school, is now entering upon his fifty-fourth year of active service. He is seventy-four years old, active and alert, and apparently good for several years more. He thus describes his initiation on into the teaching profession:

"I was within a month of twenty-one years of age when I taught my first school. That was in Fleming county, Kentucky. I had sixteen paid pupils—it was a subscription school—and for the first six months' work I received \$95. That was in 1848.

He taught in Kentucky until 1865, when he moved into Illinois, where he held various positions as teacher and superintendent. In 1890 he took charge of a school at Lee's Summit, Mo., and two years later was chosen principal of the Kensington school, then just outside the limits of Kansas City. Since the annexation of the Kensington district he has counted as a city principal.

Mr. Berry is in appearance a Kentucky colonel of the familiar type, with the easy manners of the Southern gentleman. He is a firm disciplinarian, however, and still holds to the rod as a valuable means toward right conduct.

### Death of Mr. Gatch.

BALTIMORE, MD.—Mr. Thomas A. Gatch, a veteran Southern educator, died at his home, 1620 John street, September 3. He was born in Norfolk, Va., 1832, and was graduated from the Randolph-Macon college, of the preparatory school of which he served as principal for several years. During the Civil war Mr. Gatch went out with the celebrated Norfolk Blues, rising to the rank of captain. He was at Fredericksburg, Chancellorsville, Gettysburg, the Wilderness, Petersburg, and with Lee at the Appomattox surrender. He was twice wounded. After the war Mr. Gatch was for a time a clerk in the employ of the Baltimore & Ohio Railroad, but resigned to take the chair of mathematics in a girls' seminary in North Carolina. In 1869 he was appointed principal of school No. 15, Baltimore, holding the position two years. Thence he went to a professorship at Western Maryland college and in 1876 was elected to the presidency of Frederick college. He was there twelve years, resigning on account of ill-health. Since his resignation he has lived quietly in Baltimore, occupying himself with a little private tutoring.

### New York State School Commissioners.

LAKEWOOD, N. Y.—The annual session of the New York State School Commissioners and Superintendents was held here September 5. Among good addresses were one on "Should the Teachers Quota be Decreased?" by Commissioner Erwin B. Whitney, of Broome county, and one on "Individual Instruction," by Supt. John Kennedy, of Batavia.

The election of officers resulted as follows: President, Edwin F. McDonald, St. Lawrence county; first vice-president, Miss Cora A. Davis, Whitesboro; second vice-president, E. B. Whitney, Broome county; secretary, Miss Adelaide Harris, Niagara Falls; treasurer, Willis E. Leek, Johnstown; transportation agent, James S. Cooley, Nassau county.

A resolution was adopted asking the legislature to increase the quota of public moneys for all school districts whose assessed valuation is less than \$50,000. The next place of meeting will be Gloversville.

### New England Notes.

BOSTON, MASS.—The most important facts connected with the new school year are the opening of the South Boston high school under Mr. Augustus D. Small as head master, and the introduction of the elective course of study in the several high schools. The new course gives the student very largely the option of what studies he shall pursue and how fast he shall progress. Yet to graduate and secure the diploma, he must pursue certain required subjects to an extent that will insure mental development and an acquaintance with the essentials of a good secondary education. Unquestionably the plan is a great advance upon the former system which required a hard and fast course with no regard to the purposes or attainments of the individual pupil.

For the South Boston high school, Messrs. W. L. Cottrell, of Somerville, and F. V. Thompson, of Boston, have been elected junior masters, and Misses Marie Solano and Bertha Vogel, of Boston, and Miss Elizabeth Tracy, of Dedham, assistants. Mr. G. F. Barry has also been given a place in the school. Miss Charlotte Kendall, of Framingham, has been appointed special teacher of drawing.

In the Mechanic Arts high school, Mr. R. H. Knapp has been appointed assistant instructor, and Messrs. Richard Benson, F. O. Coupal, N. D. Henchman, O. H. E. Hoss, F. A. Craft, and H. H. Mendel, all of Boston, special assistants.

The school board has directed that an additional junior master be appointed in the Brighton high school, and Mr. Sidney Peterson, of Boston, has been elected.

The following teachers have been appointed to positions in the grammar and primary schools: Eliot, Miss Mary Abercrombie, primary; Franklin, Miss Ella Erskine, third year, grammar; G. P. Putnam, Miss Ede Travis, third year, grammar; Gilbert Stuart, Miss Maud Briggs, of Quincy, primary; Hugh O'Brien, Miss Amy Burbank, second year grammar; Phillips, Miss Katharine Burns, primary; Phillips Brooks, A. S. Ames, fourth year, grammar. Miss Margaret Mahoney, of Worcester, has also been appointed an assistant in manual training.

Miss Annie Eaton, of Quincy, has been appointed principal, and Miss Willena Browne, of Boston, assistant of the Huntington avenue kindergarten.

Prof. A. H. Buck, of Boston university, has been granted leave of absence for the year, and Professor Taylor has been made professor of Greek. Two preparatory courses in Greek will be given this year.

WEST NEWTON, MASS.—Mr. Arthur S. Cooley, of Auburn-dale, has been appointed instructor in classics in the Allen Home school.

NEW BEDFORD, MASS.—The school committee have asked the city council to purchase a lot and to build a new high school at once.

SOMERVILLE, MASS.—Mr. Jonathan Leonard, a graduate of Harvard, class of 1896, has been elected teacher of the modern languages in the English high school. He is a native of Sandwich and for a few months served as principal of the Sandwich high school, soon after he graduated. Later he taught languages in Newark academy, Newark, N. J. Last year he pursued an advanced course at Columbia university.

Miss Sarah W. Fox, teacher of Latin and mathematics in the Latin school, has been granted a year's leave of absence, and Mr. George M. Hosmer has been appointed to the position for the current year. Mr. Hosmer fitted for college in the Latin school and was graduated from Harvard this year, having pursued a special course in pedagogy in preparation for teaching.

Miss Grace T. Pratt has also been elected assistant in the Latin school; and Misses Helen E. Harding, Bertha P. Chase, and Bessie D. Davis, in the English high school.

New teachers have also been appointed to the grammar schools, as follows: Luther V. Bell school, Annie G. Smith and Elizabeth N. Collins; Edgerly school, Alice W. Cunningham and Elizabeth M. Wheelock; Forster school, Mrs. Lucretia Knowles and Miss Mabel G. Dadmun; Brown school, S. Elizabeth Hallowell; Hodgkins school, Mr. D. G. Adams and Miss Eva E. Whiting.

WORCESTER, MASS.—Dr. Wallace H. Ottman, late instructor in United States history at Cornell university, has been appointed the successor of Dr. Milo B. Price as teacher of history in Worcester academy; and Frederick Palmer, Jr., has become instructor in the gymnasium.

BRISTOL, MAINE.—Mr. G. W. Young, of this town, has been elected principal of the high school in Manson, Iowa.

MECHANIC FALLS, ME.—Mr. Harry E. Walker is the new principal of the high school.

BOOTHBAY, ME.—Mr. Ralph Channel has been elected principal of the high school, and Mr. Henry I. Smith at Boothbay Harbor. Both are young men and graduates of Bates college, at Lewiston, this year.

WORCESTER, MASS.—The committee on high schools has elected Mr. Leroy A. Ames, of Spencer, teacher of English, succeeding Miss Miriam W. Newcomb.

CUMBERLAND CENTER, ME.—Mr. Henry Randall, of Farmington, has become principal of Greeley institute.

STORRS, CONN.—The troubles in the Agricultural college have culminated in the dismissal of Prof. George W. Flint, the president, by action of the board of trustees. Only two voted in favor of retaining him. The ground of the action was dissatisfaction with President Flint's policy, and after the long series of disturbances of the past year, it would seem that no other action was possible. Prof. R. W. Stimson, of the chair of English, has been chosen temporary president.

COLLINSVILLE, CONN.—Mr. Henlow Goddard has become principal of the high school, coming from the high school at Plainville, where he has been principal for two years. He was graduated from Cornell in 1886, and then he taught in the schools of New York until he went to Plainville. His assistants are Miss Elsie Fay, of Pawtucket, R. I., and Miss Laura Thayer, of Hadley, Mass., thus making the entire faculty of the school new.

COLCHESTER, CONN.—The trustees of the academy have appointed Miss Marion D. Deane, of Melrose, Mass., and Harriet M. Hagen, of Middletown, as assistants for the coming year. Miss Deane is a graduate of Boston university, and Miss Hagen, of Mt. Holyoke, class of 1901.

NORWICH, CONN.—A movement is in progress to do away with the secret or Greek letter societies in the Free academy. The trustees have voted that they be abolished on the ground that their influence is injurious, and Dr. Keep, the principal, has written to the parents of the members upon the subject. A general debating society is proposed in their place.

The series of volumes by Yale professors now publishing in connection with the Bi-Centennial Anniversary of Yale university, is to appear also in England. The Scribners are the American publishers: the London publisher is Edward Arnold, a nephew of the poet and an enterprising young publisher of books of the more substantial sort.

### Chicago News Items.

#### Passed at One Meeting.

If any one doubts the ability of the Chicago board of school trustees to get thru a large amount of business in a night, the following list of the transactions at their last regular meeting will serve to convince him that the Anglo-Saxon way of expedition prevails here. Of course all the items had been carefully threshed out in committee. This is what the board did:

Passed the recommendation of the school management committee for the purchase of \$40,000 worth of free text-books.

Adopted the new rule adding half an hour to the school day in high schools.

Indorsed Supt. Cooley's plan for a commercial course in the English high and manual training school.

Transferred principals and teachers and elected others.

Postponed action on Mrs. John B. Drake's offer to establish a kindergarten in the Drake school.

Combined the departments of manual training and household arts.

Appointed ten more doctors at \$50 a month to assist the city health department.

Named one school the Dante and another the Robert Burns.

Voted, without examination, a large number of resolutions calling for the expenditure of money for supplies, repairs, and additions.

Presented tons of old school-books, which could not be sold or exchanged, to the Industrial Home for Girls at Forty-ninth street and Prairie avenue.

#### Handicraft Work for Schools.

During the past summer a very successful school has been conducted in the Fine Arts building under the direction of Miss Bonnie E. Snow, supervisor of drawing at Minneapolis. More than one hundred teachers and supervisors of drawing and manual training were in attendance. Miss Snow gave instruction in the various handicrafts that are taught in Minneapolis schools—weaving with raffia, rattan, and carpet wools, basketry, rug making, etc. The tendency to put art instruction on this industrial basis is very strong thruout the middle West.

#### College Diplomas.

State Supt. Skinner has recently issued college graduate certificates valid for three years to Harvey M. Dann, Gilbertsville, N. Y., and Gertrude Caroline Richmond, Tarrytown, N. Y., and valid for life to the following named persons:

Mary Whitford, Syracuse, N. Y.  
Minnie Adelaide Pinch, Hornellsville, N. Y.  
Sarah Helen Hull, Ellenville, N. Y.  
Clara Rachel Purdy Ovid, N. Y.  
Grace Hannah Landheld, Binghamton, N. Y.  
Henry Austin Potter, Brooklyn, N. Y.  
Mary Lounsbury Penwell, Syracuse, N. Y.  
Louis Ray Wells, Mechanicsville, N. Y.

If you are losing appetite, lying awake nights, take Hood's Sarsaparilla—it's just the tonic you need.

## In and Around New York City.

### Examinations Postponed.

City Supt. W. H. Maxwell announces that the examination of women applicants for licences as principals in elementary schools, and of men and women applicants for licences as heads of departments, will take place September 24, 26, and 27, at the Hall of Education; not on September 23, 25, and 27 as previously announced.

### Opening Day Statistics.

The total number of pupils registered on opening day in Manhattan and the Bronx was 263,668, as against 248,719 last year, a gain of 14,949. The number of part time classes was 295 as against 315 last year; this is something of an improvement. Only 2,029 were refused admittance. Five or six new buildings with a capacity of 2,000 each could properly be used on the east side. The whole question of keeping up with the population is exciting the school people. One suggestion is to bring into use some of the great armories which stand unused all day. Another is, that school-houses be built on some of the recreation piers; the third is that the character of the summer work be altered so that children who are barred out during part of the winter term can get in summer time the advantages they missed.

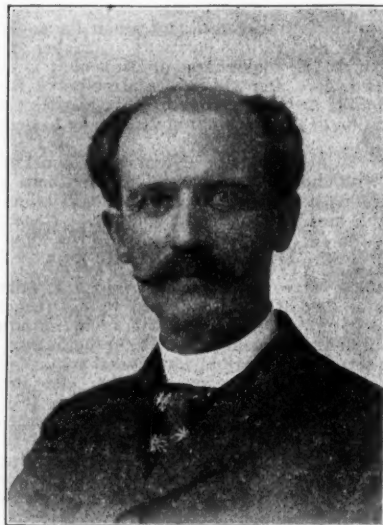
### Brooklyn Happenings.

The Boys' high school opened September 9 with three new instructors in charge of classes—Mr. Mitchell, who will be at the head of the English department; Mr. Thomas, instructor in modern languages; Mr. Blar chard, assistant in mathematics. The school is overcrowded, as was expected.

Very impressive memorial services for President McKinley were held in the schools September 16. Mr. Horatio W. Dresser made very appropriate remarks and Mr. Andrew W. Gleason gave a formal address of great solemnity and eloquence. Principal Patterson also spoke feelingly of the deaths of President McKinley and Borough Supt. Ward.

### Funeral of Supt. Ward.

The funeral of Borough Supt. E. G. Ward, whose sad death at Buffalo was announced in last week's SCHOOL JOURNAL, took place in the Central Congregational church, September 15. Rev. D. R. R. Meredith officiated. Nearly every man who has been associated with Supt. Ward for the past twenty years



E. G. Ward, late Superintendent of the Borough of Brooklyn.

in school work was present at his funeral. The associate superintendents acted as pall bearers. All the prominent Teachers' Associations of the borough were represented.

Exercises in memory of Supt. Ward were also held at the Brooklyn Training School for Teachers September 16, where an eloquent eulogy of the late educator was made by Prin. Gallagher, who showed how Mr. Ward's intelligent devotion to his work had made him an educational leader.

Edward G. Ward was born in Williamsburg in 1846, and received his early education in Brooklyn schools. His professional training was gained at the New York city normal school and at the state normal school, Trenton, N. J. Before he was twenty he was elected vice-principal of a school in Hoboken. Subsequently he became principal of school No. 1 in that city. Later he was instructor in mathematics at the Trenton normal school, and in 1879 he became principal of grammar school No. 9, Brooklyn. In 1885 he was made associate superintendent. When Dr. W. H. Maxwell became superintendent of the consolidated city, Mr. Ward was elected to the borough superintendency.

Supt. Ward will long be remembered in the greater New York alike for his efficiency as an official and for his splendid personal characteristics.



### New York State Teachers' Resolutions.

The resolutions adopted by the New York State Teachers' Association at their annual convention on at Buffalo, July 6, 1901, have been engrossed and come to us with the signatures of the committee, consisting of J. C. Conroy, M. D., James Lee, M. D., C. M. Ryon, and W. J. McAndrew. The resolutions read as follows:

Resolved, That the mayor of the city of Buffalo, and the directors of the Pan-American Exposition, receive the thanks of this association for the hearty welcome and the courtesies extended to the visiting teachers.

Resolved, That the press of the city of Buffalo, be thanked for the attention given by them to the proceedings of this convention, and for the full reports of the programs, both general and in the sections.

Resolved, That to the superintendent, the principals, and the teachers of Buffalo, for the care taken to make the sojourn of the delegates pleasant and enjoyable, the thanks of this convention be extended.

Resolved, That this association heartily endorses the appeal of the National Educational Association, to Congress, to make provision for the re-organization and extension of the bureau of education, as set forth in the Declaration of Principles of the National Educational Association, at Charleston, July 13, 1900.

Resolved, That the teachers of the state are to be congratulated upon their efforts to elevate the standards of the profession, and it is to be hoped that such effort be continued till the highest professional rank be attained.

Resolved, That the retiring administration receive our cordial endorsement, especially for its efforts for the establishment of a stable tenure of office for the teachers of this state.

Such a tenure tends to make the position of the teacher independent of all but professional influences. It is thoroughly practicable. It raises the standard of fitness by attracting, thru security of place, the best talent to the work of the school, and reacts to the benefit of the children. It is in consonance with highest educational opinion, as evidenced by the Declaration of the National Educational Association, and this Association pledges itself to the support of this principle till it is established in the school law of the state.

Resolved, That National Educational Association be requested to appeal to Congress to make adequate provision for the exhibition of the school work of the various states at the St. Lou's Exposition, in 1903, that this work shall receive consideration commensurate with its importance.

Resolved, That the secretary be directed to send to the National Educational Association, at its convention to be held at Detroit, July, 1901, such parts of these resolutions as are national in character.

### Philadelphia Notes.

Closing exercises in the Spring Garden children's playground were held Sept. 13. This playground has been maintained by private subscription under the management of a committee with Mrs. Thompson Banes as chairman. It opened July 12 and has had an average attendance of upwards of 700 children.

The corps of teachers consisted of Miss Katherine Evans, principal; Miss Anna P. Powell, Miss Mary Durham, and Miss Lulu Gampe. Instruction was given in woodwork, sewing, crocheting, hammock making, and other practical subjects. There was also a school garden in which the boys cultivated vegetables and the girls flowers. This was the latest Philadelphia playground to close.

Miss Alice Kilpatrick has been chosen principal of the Rudolph S. Walton school after a long deadlock in the sectional board of the twenty-eighth ward. The election still has to be confirmed by the board of education—ordinarily a formality, but in this case her confirmation will involve setting aside the present rule that forbids the election of a woman to the supervising principalship of a mixed school. This rule has been the subject of much discussion of late and a strong party in the board of education is in favor of abolishing it.

As a result of congestion in several of the sections thirty-nine additional classes have been recommended. An understanding has been reached with several private councilmen by which the board of education will venture to go ahead, engaging extra teachers without regard to the shortage that has got to be faced next December. The present shortage is about \$23,000 and the salaries of the new teachers will raise this to about \$30,000. Relief will be forthcoming, however.

### Illness of Mr. Schock

The board of education has voted unanimously to relieve Mr. George W. Schock, of the faculty of the Central high school for boys, from loss of salary during his absence from school. Mr. Schock underwent a serious surgical operation during the past summer and he has not yet so far recovered that he can resume his class-room duties. It is expected that he will be able to return to his post within a few weeks. Mr. Schock has been connected with the public schools of Philadelphia for upwards of fifty years; during the past twenty-six years he has been professor of mathematics at the high school. He is a man who is greatly loved and respected by colleagues and pupils.

### Interesting Notes from Everywhere.

About one hundred school boys of P. S. No. 1, Long Island City went on strike Monday morning September 16, because the school was not closed in memory of President McKinley. Principal Quigley sent Inspector Clayton in hot chase after them, but was unsuccessful in rounding them up. The ring-leaders of this movement are believed to be the same boys who went on strike when Mayor Patrick Gleason died.

ST. LOUIS, MO.—Provision will have to be made for increased attendance at the city schools to be brought about by the world's fair. This increase, Supt. Soldan estimates will be fully 20,000. To meet it he recommends the erection of a large number of portable school-houses, believing that they can be put up on leased land wherever the necessity for temporary provisions appears to be most urgent.

TOLEDO, O.—The Central high school opened with the two-session plan still in vogue. The one-session plan was tried for a few weeks last spring, but it was not judged to be so successful as the older arrangement.

CHATTANOOGA, TENN.—The Lookout Mountain high school has been put into proper condition for winter use, and the course of study so arranged that residents of the city who plan to remain in the mountains a part of the winter can have educational advantages for their children. Mr. L. A. Gaines, with two assistants, is in charge.

NORTH DENVER, COLO.—Upon recommendation of Supt. Chadsey a commercial course has been established in the north side high school. In addition to mathematical and English studies, and German, it includes commercial geography, book-keeping, stenography, typewriting, commercial law, civil government, political economy, and other studies, a knowledge of which is useful in a business life.

DALLAS, TEX.—Elected to the principalship of McKinney avenue school, Prin. C. M. Moore, of Palestine, Tex.

CINCINNATI, O.—The work of fumigating, cleaning, and recovering about 130,000 school books at the "free book hospital" was completed Aug. 24, by Supt. Harry Shockley.

PITTSBURG, PA.—The Principals' Association met at the Fifth avenue high school Sept. 7, and effected an organization for the coming year. The following officers were elected: George W. Kratz, president; Mrs. M. B. Redman, vice president; Miss M. E. Harr, treasurer, and W. M. McPalough, secretary. An executive committee consisting of J. P. Stevens, J. K. Ellwood and P. B. Cook was also elected.

SAN FRANCISCO, CAL.—The question of married women in the service is again under consideration. The city attorney has rendered the opinion that "when a teacher is elected to the San Francisco school department he or she is bound to observe all the rules and regulations of the board of education." As a resolution against the employment of married teachers is still in force, it would appear that five teachers, whose marriages have lately been announced, will have to go.

CINCINNATI, O.—Principals have opened their schools without knowing what system of semi-slant handwriting is to be used. The board of education failed at its meeting of Sept. 10 to adopt copy-books. An adoption requires the vote of three-fourths of the members, and three-fourths seem never to be present. It was voted last spring to abandon the vertical system.

ROCHESTER, N. Y.—Mr. Ernest R. Clark, now of the Colorado Springs high school, has been called to organize the English department of the Rochester high school. Mr. Clark is a native of Rochester, a graduate of Amherst college, class of 1891. He returns to teach in the high school from which he was graduated fourteen years ago.

KAISER, W. VA.—At the teachers' institute held here August 25, Miss Susan P. Pollock, principal of the city normal kindergarten institute, at Washington, D. C., was one of the principal speakers, giving a delightful talk upon "Kindergarten Principles as Applied to Public School Work in all Grades." Miss Pollock made a strong plea for a better acquaintance among teachers with the standard works on pedagogy and with the better educational journals of the day. Institute work has demanded a considerable part of Miss Pollock's attention since 1886.

MILWAUKEE, WIS.—Owing to the present crowded condition of the school it has been suggested that first grade pupils come to school half a day only. It is estimated that there will be from 500 to 1,000 more applicants for admission to the first grade than can be accommodated. The plan of a half-day session for little people has many advocates.

Miss Mary Holt, of the East Side high school, has resigned. Mr. Lindsey Webb, museum lecturer, has received promotion to the principalship of the tenth district school.

PEORIA, ILL.—Supt. Newton Dougherty has returned with his son from a summer tour to Norway. Mr. Dougherty is one of the rich men of the educational profession, for he has made money in real estate deals. He gets in an excursion to Europe every summer, but never without attending the N. E. A.

COLORADO SPRINGS, COLO.—An enquiry by a committee of leading physicians into the conditions at the Brightside school for boys, a state reformatory institution, has resulted in complete exoneration of Supt Ralph Field from charges of maintaining unhygienic appointments.

PLATTSBURG, N. Y.—The interest in the Catholic summer school continues to be keen even after most summer schools have closed for the season. The session has been the most successful in the history of the school.

AUGUSTA, GA.—A lot has been donated for the erection of a new school-house in North Augusta. It will be built at once and should be ready for occupancy by January. Mr. E. Percival Clarke has been elected principal of the school, with Miss Nina A. Verdery as first assistant.

TOLEDO, OHIO.—The two-session plan will again be tried in the Central high school. A course in business has been started in the school this year and considerable interest has been awakened with regard to it.

MINIER, ILL.—A queer incident recently befell Mr. Quimby Garst, schoolmaster at Normal. Years ago one W. E. Lilly went to school to him in this village and left in a huff, vowing that he would thrash the teacher. The other day Mr. Garst came over here on a visit, was encountered in the street by Mr. Lilly and soundly horse-whipped. The schoolmaster's amazement can be imagined, for he had forgotten he ever had such a pupil. Lilly has donated a good sized fine to the village treasury or holding his resentment so many years.

ORANGE, N. J.—Schools opened Sept. 4, with substantial increase over last year. Supt Swingle has been forced to adopt the one-session plan in the Oakwood avenue, Lincoln avenue, and Forest street building.

Overstudy during the summer term at Chicago university is reported to have been the cause of the tragic death of Miss Joanna Eugenie Walsh, who fell in front of an Illinois Central express train at

South Park, August 22. Miss Walsh was twenty-four years old, a teacher in the public schools and ambitious to become a writer. All her acquaintances at the university were impressed with the fact that she was working far beyond the limits of her strength.

The English educational journals devote a large amount of space to delicious mis-statements by children. "Howlers," they call them. The subjoined "howlers," alleged by the New York *Evening Post* to have been extracted from recent examination papers in New York schools are worth quoting:

Boadicea was a lady who had trouble with the pope.

"The Autocrat of the Breakfast Table" was written by R. W. Emerson, and its general plan is to produce perfect etiquette at table.

Persephone was the gardess of the gates of Tartarus. She is said to have been girded with a mantle gored with blood.

Medieval chivalry developed this way: First the knight was any one who wanted to perform military service. Then chivalry was a Brotherhood of Knights formed of strong men who wished to do patrol service. They were model policemen.

Puritans were a class of people that came into existence and wanted the church's sweeping done more rapidly.

The Pilgrims were a religious sex that did not believe in the doctoring of the church of England.

The only means of communication the colonists had was on horseback, and in this way it took quite a long time for a letter to get to Europe.

The Five Nations were the Senecas, Oneidas, Onondagas, Mohawks, and Tomahawks.

The habeas corpus act was an act compelling the relatives of a dead person to produce his corpse in court should a dispute arise.

Italy embraces the Po and the island of Sicily. The capital is Constantinople, on the archipelago. Rome used to be. It contains a cathedral named after Peter the Great, who founded it.

MONTGOMERY, ALA.—The annual meeting of the South Alabama educational association was held here August 28. It was called to order by Pres. Hosmer. Addresses were delivered by Supts. H. M. Dobbs; S. W. Neal; J. H. Phillips, and R. S. Thigpen.

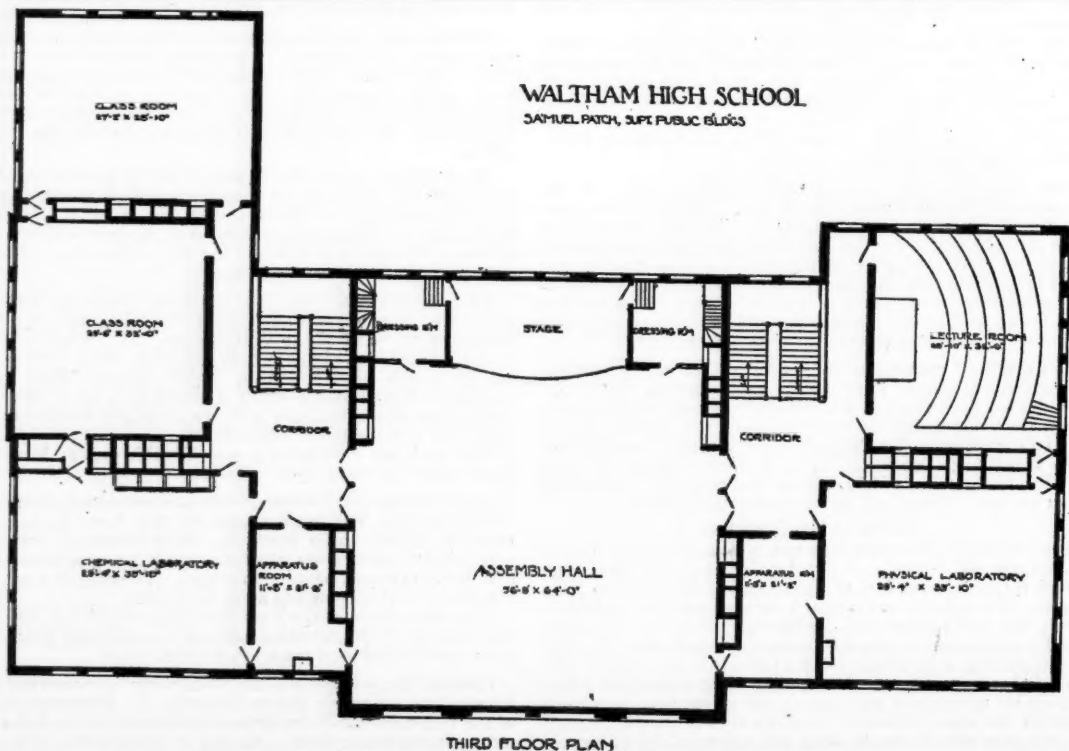
ST. LOUIS, MO.—Several important changes have been made in the high school corps. Mr. James B. Dandeno, formerly assistant in botany, at Harvard, has been appointed instructor in botany, Messrs. J. Perry Warden and N. T. Nelson, from the University of Chicago, and Mr. D. F. Cullen, from the University of Kentucky, have also been elected to positions in the school.

COVINGTON, GA.—Capt. J. P. Williams, of Savannah, has donated to Emory college the sum of \$15,000 for a new science building.

INDIANAPOLIS, IND.—There is talk of the nomination of Mr. Fassett A. Cotton for the office of state superintendent of public instruction. Mr. Cotton was for six years deputy state superintendent and in that position he became thoroly familiar with the school system of Indiana. He recently resigned his position to spend a year in study. He is a very enthusiastic student of educational literature, and would, his friends assert, carry out the best traditions of the state in matters of education.

Fame comes in various ways. Prin. E. H. Boyer, of public school No. 87, is the subject of an exhaustive study in the September *Phrenological Journal*. He is described in the same department with Mrs. Mary H. Hunt, of scientific temperance fame.

Doctor E. S. Ferris, of Hamilton, O., writes: I have found five grain anti-kamnia tablets an excellent remedy in all forms of neuralgia. Druggists dispense them and we would suggest your getting a dozen to have on hand in time of pain. Camping and outing parties will do the proper thing by having some in their medical kit for emergency cases.—*Courier of Medicine*.



THIRD FLOOR PLAN

A picture of the front elevation appeared in THE SCHOOL JOURNAL last week.



## Notes of New Books.

*Proceedings and Addresses* of the tenth annual meeting of the Southern Educational Association, held at Richmond, Va., Dec. 27-29, 1900. With two or three exceptions the papers making up this volume are by Southern educators, and most of them deal with conditions peculiar to the South. Among the most interesting and able are those advocating industrial education, especially for negroes. The following are worthy of especial mention: "The Great Need of Industrial Education in the South," by Charles E. Vawter; "Twentieth Century Education for the Twentieth Century," by Henry S. Hartzog; "Brain in the Hand," by J. Harris Chappell; "Industrial Education and the New South," by George T. Winston, and "Education and Production," by Charles W. Dabney. The papers in the Elementary Department are also good. Altogether the volume is a valuable contribution to present day educational literature. It leaves no doubt in the reader's mind that the best educators of the South are practical men, that they thoroughly appreciate the vital needs, weaknesses, and difficulties which confront them, and that they have the courage and insight to work at their problems until they are solved. (Published by the association and for sale by the secretary, P. P. Claxton, Greenboro, N. C. Pages, 380.)

The resolutions adopted at the celebrated peace convention at The Hague in 1899 have been printed as one of the *Old South Leaflets*. It was an excellent idea to make these proceedings cheaply accessible and the directors deserve the thanks of every peace advocate in the land. The czar's rescript and the second circular are included. (Published by the directors of the Old South Work. Boston.)

The aim of *The Blaisdell Speller* is to "develop in the pupils such power that they may be able to spell not only words which they have studied, but also words which they have never seen or have seen only occasionally." Both eye training and ear training lessons have been arranged with this aim in view. These have been used in schools with success. Carefully selected lists of words are given, dictation lessons are features, and dictionary practice has not been neglected. The characteristic that distinguishes this speller from others is the prominence given to ear and eye lessons thruout the book. Without doubt this speller is bound to be a favorite. (The Macmillan Company.)

*Shells and Sea-Life*, by Josiah Keep, A.M., professor of natural science, Mills college, California, is a little book designed to give children a better knowledge of the life of mollusks than they would obtain without a simple guide of this sort.

More attention is paid to the mollusks that live on land and in fresh water than to those which are found in the sea, the reason being that the greater part of our children never visit the shore and can not study the forms of life found there, while they can learn a great deal about the life of mollusks at their door. They will find this very fascinating sport. As they become acquainted with the qualities of their animal neighbors they will grow more kind in their treatment of them, their sympathies will increase and they will learn never needlessly to set foot even upon a worm. (The Whitaker & Ray Company, San Francisco, Cal. Price, \$0.50).

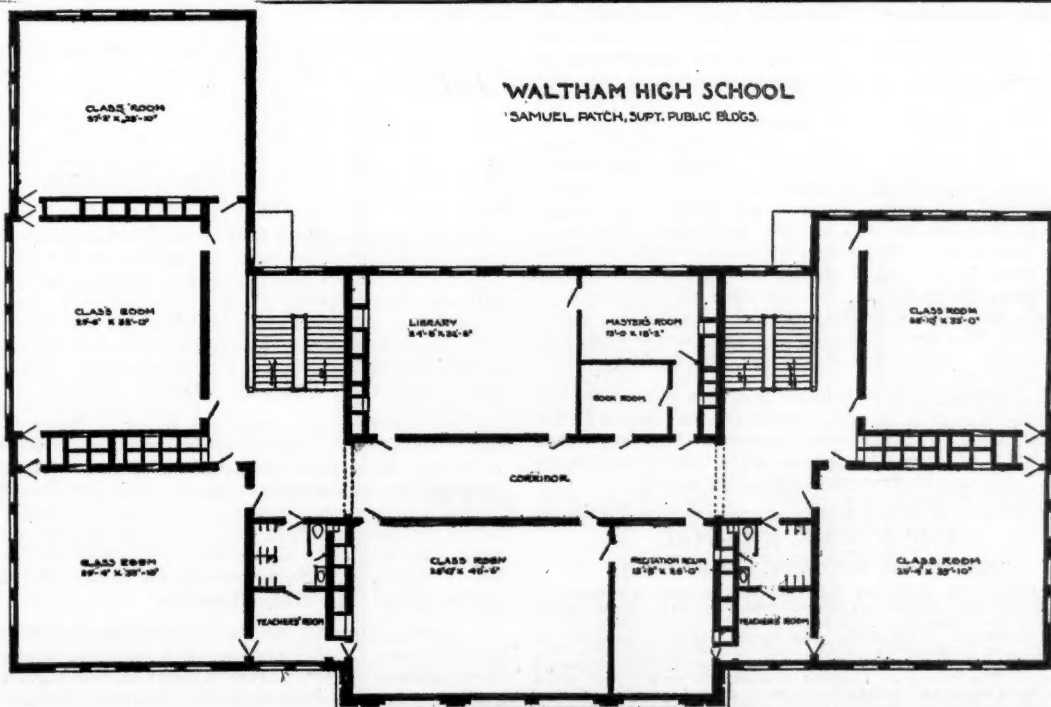
For a critical judgment of the value of this edition of the *Rubaiyat of Mirza*, we shall have to refer the reader to Mr. Nathan Haskell Dole, with the Appletons, who knows the Persian language and has personally looked into some of the almost countless quatrains that are called Rubaiyat. Suffice it here to state that 131 quatrains are printed, many of them paraphrased from McCarthy's prose translation. A number of them are familiar to admirers of Edward Fitzgerald and old Omar. The volume is handsomely bound and decorated with illustrations that are clever, tho they are far from being in the same class with Vedder's. (Henry Olendorf Shepard, Chicago.)

Mr. Foster, the compiler of a *Reference Manual and Outline of United States History* has presented educators with a real help. No more making out of topics by the young teacher if she has this book in her possession. Just enough material and no more has the author packed into each page. With the aid of this manual, history will be a real pleasure and memory in historical lines of greater strength. (Crane & Company.)

*The Working Principles of Rhetoric*, by Prof. John F. Genning of Amherst college. Prof. Genning calls this "A re-studied and re-proportioned treatise based on the author's 'Practical Elements of Rhetoric.'" It is intended as a laboratory manual both for text-book and reference. It is the author's intention to publish in due time a companion volume for practical work in composition and for more extended study of models.

*Cosmics of Worlds and Forces* is a broad treatment of great questions by Oliver M. Babcock, a scientist of wide reputation. The author contradicts many notions in regard to the earth and the planets and the forces of nature. Whether or not we accept all of his conclusions, it is a thought-stimulating book, and filled with the expressions of one who is an earnest seeker after the truth. (Morell Bailey, Philadelphia.)

The first expedition sent out by the United States geological survey to look into the gold diggings on the Yukon went out, in 1896, just before the Klondike boom. It was in charge of Mr. Josiah Edward Spurr, a young Harvard man of the class



SECOND FLOOR PLAN.

A picture of the front elevation appeared in THE SCHOOL JOURNAL last week.

of '92. Mr. Spurr has told the story of his initial experiences in Alaska—he has since then spent several seasons in the arctic lands—that it may be hoped he will presently bring out a companion volume to his *Thru the Yukon Gold Diggings*. He has given a live personal narrative of experiences in the Chilkoot Pass, down the Yukon, from Lake Lindemann in the faithful Skookum over the foaming White Horse rapids, to the Forty mile diggings. The party examined carefully all the claims that had then been located in the Klondike region, and passed on down the Yukon, meeting with mildly exciting adventures at every step. Mr. Spurr shows in his book the value of the trained eye of the geologist, for he seems by a few descriptive touches to keep us constantly informed of the structure of the region thru which we are passing. The book can be recommended to any one who wants to read up on Alaska as both entertaining and authoritative. (Eastern Publishing Company, Boston.)

*La Sainte Catherine* par André Theuriot. The above text, tho edited without notes or vocabulary, may profitably be used as a reader during the first year in connection with grammar work or later in the course for sight work. (W. R. Jenkins, New York. Price, 25 cents.)

*A Grammatical Index to the Chandogya-Upanisad*. A classification of the linguistic material of the Chandogya is here offered to students of Sanskrit, by Chas. Edgar Little, professor of Latin, university of Nashville and Peabody normal college. The book serves as a lexicon for beginners who wish to read the Chandogya for the first time as well as for scholars who are doing comparative work. Böhling's text is used as a standard and all deviations from the same are noted in the appendix. (American Book Co., New York.)

*St. Basil the Great on Greek Literature*, edited with notes and vocabulary by Edward R. Maloney. This little book will serve as an excellent introduction into patristic Greek. The subject matter is interesting and the book is well edited. The text is Migne's. The references are to the grammars of Hadley and Allen, Yenni, and Goodwin. (American Book Co., New York. Price, 75 cents.)

*The Story of Cyrus*, adapted from Xenophon's *Cyropaedia*, by Clarence W. Gleason, Roxbury Latin school. Teachers of Greek who have wished for a simple Greek reading text to accompany the latter part of the grammar work will be pleased with this book. Abundant and exhaustive notes, vocabulary and English Greek exercises are appended. (American Book Co., New York. Price, 75 cents.)

*School and College Speaker*, edited by Wilmot Brookings Mitchell, professor of rhetoric and oratory in Bowdoin college. The predominant characteristic of this book is its modernness; there is scarcely a selection in it relating to Greece and Rome about which the literature in the old-time speaker had so much to say. Most of these selections relate to men and events of the English-speaking race. The Revolution, the civil war, the war with Spain, imperialism, slavery, expansion, the flag, are some of the topics treated, and senators Frye, Lodge, Hoar, Thurston, and Messrs. Howells, Long, Porter, Parkhurst, Van Dyke, Schurz, McKinley, and others are among those quoted. America fills such a large space in the world's history to-day that we have less time to devote to the study of old civilizations. The average American youth has an intense desire to know about his own country and the men who have figured in its history. Some of the most eloquent utterances of these men on subjects of which they had a right to speak, are given here. The book also contains a short treatise on elocution. (Henry Holt & Company, New York.)

*The Kindergarten as an Influence in Modern Civilization* is a lecture by Elizabeth Harrison, principal of the Chicago kindergarten college. It is published in pamphlet form and should certainly be of interest to students of the kindergarten movement. (Chicago Kindergarten College, Chicago.)

## THE SCHOOL JOURNAL

NEW YORK, CHICAGO, and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, EDUCATIONAL FOUNDATIONS, MONTHLIES, at \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also a large list of Books and Aids for teachers, of which descriptive circulars and catalogues are sent free. F. T. KELLOGG & CO., 61 E. Ninth Street, New York, 264 Wabash Avenue, Chicago, and 116 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. THE SCHOOL JOURNAL is Entered at the New York Post Office as second-class matter.

*My Lady of Orange*, by H. C. Bailey, takes us back to the times when the brave Hollanders were fighting for freedom against the Spaniards under the cruel and relentless Alva. City after city had fallen prostrate before the Spaniard and very sore were the straits to which William of Orange had sunk when the English hero, a free-lance with a band of 300 men, came to the aid of the distressed burghers. How the Englishman's strategy and bravery saved Brenthe we leave the author to tell in his own graphic way. A tender love tale relieves the somberness of the account of the misery of the besieged and the other horrors of war. (Longmans, Green & Company.)

*With Christ at Sea* is a personal record of religious experience on board ship for fifteen years, by Frank T. Bullen. It is not fiction, but an account of every-day life, and so possesses a convincing power that the other would not have. Names and dates are given sparingly, thru dread of giving unnecessary pain. As a picture of life at sea and as an exposition of the attitude of sailors toward religious matters, the book will excite wide interest. (Frederick A. Stokes Company, New York.)

*Exercises in French Syntax and Composition*; with notes and vocabulary, by Jeanne Bouvet, teacher of French in the South Division high school, Chicago. Part I. contains exercises which illustrate specific points of grammar or syntax. The author refers to no special grammar, but points which are sometimes overlooked in grammars are stated at the beginning of each exercise. The second part consists of connected exercises for translation advancing from easy selections to rather difficult idiomatic selections, all of which have an intrinsic merit and hence commend themselves to the teacher. (D. C. Heath & Co., Boston. Price, 75 cents.)

*Le Dix Septieme Siecle en France. Lectures Historiques*; edited by Delphine Duval, professor of French in Smith college, and H. Isabelle Williams, instructor of French in Smith college. In presenting easy reading matter which may be used to introduce the student to historical French, the editors have supplied a real want. Good taste and judgment have been shown thruout in the choice of selections. Historical and linguistic notes are appended. (Henry Holt & Co., New York.)

*La Neuvieme de Colette* par Jeanne Schultz, edited for school use by Florence I. C. Lye, St. Mary's Hall, Faribault, Minn. The text consists of eighty-five pages of easy French representative of the language of the present day and hence adapted to the needs of beginners. Fifteen pages of composition work based on the text give the teacher ample material for work of that nature. A vocabulary accompanies the text. (American Book Co., New York. Price, 45 cents.)

*Une Ville Flottante* par Jules Verne, abridged and edited with notes and vocabulary by C. Fontaine, director of Romance Language instruction, high schools, Washington, D. C. Verne's story has been cut to 121 pages by the editor, who presents it with a vocabulary as reading matter for beginners. The subject matter is interesting and the notes such as we would expect of a man of Professor Fontaine's experience. (Henry Holt & Co., New York. Price, 40 cents.)

*La Fille du Chanoine et L'Album du Regiment*, par Edmond About, with explanatory notes in English, by G. Castegnier, B. S. B. L. The publishers are to be commended for bringing out good French texts, properly annotated at reasonable prices. The two stories under discussion are well adapted to the needs of beginners. The notes are written to meet the needs of translation and serve that purpose fully. (William R. Jenkins, New York. Price, 25 cents.)

*L'Art d'interesser en Classe*, par Victor F. Bernard. The author here presents a second edition of his book which contains thirty-seven pages of anecdotes supplemented by French questions for the purpose of class discussion in French. *La Lettre Chargée*, a one-act drama, by E. Labiche (twenty eight pages) furnishes excellent additional material for colloquial work. The simplicity of the text will explain the fact that but twenty-eight notes accompany the text. (William R. Jenkins, New York. Price, 50 cents.)

*A Spanish Grammar for the Use of Colleges and Schools*, by Samuel Garner, recently professor of modern languages, U. S. Naval academy. Prof. Garner presents in 250 pages an exhaustive treatment of the elements of Spanish grammar. One hundred additional pages are devoted to reading matter half of which is selected especially with a view to the fixing of grammatical principles. The forms of address, letters, business



forms, and abbreviations will prove valuable to many students of Spanish. (American Book Co., New York.)

*A Handbook of Proverbs* is a collection including thousands of the best sayings classified, with a list of the authorities quoted. It is compiled for the use of readers, thinkers, writers, and speakers. These sayings being collected under various subjects, the book is one of great value. It should form a part of every reference library. (New Amsterdam Book Company, New York. Price, 75 cents.)

*Liberty Documents*, with contemporary exposition and critical comments drawn from various writers, selected and prepared by Mabel Hill, of the Lowell (Mass.) state normal school, and edited with an introduction by Albert Bushnell Hart, Ph.D., professor of history in Harvard university. The basis of this volume was the informal lectures given by the author before her classes in the Lowell normal school. Its chief design is to direct students to the evolution of constitutional government from the time of the declared policy of Henry I. towards his subjects to the present day. It places some of the most important memorials of history of the Anglo-Saxon race in a suitable and illuminating setting. The document itself is given in a carefully verified text and the opinions of contemporaries who are interested and competent; also later comment of scientific writers, who have studied the documents thru the perspective of human progress. The book is an example of the modern discovery that history is as continuous as geology; that so-called political revolutions are like earthquakes and volcanic outbreaks, the sudden yielding to strains that have become more and more intense. The book shows that English and American history have run practically one course. The first ten chapters show the growth of English personal liberty down to the beginning of the eighteenth century; chapters XI. to XIV. exemplify the change in the eighteenth century and the revolution, from an English to an American form of statement of the principles of freedom. From chapter XV. to the end we find a record of the establishment and growth of written constitutional guarantees in America. (Longmans, Green & Company, New York.)

The best way, and in fact the only way to understand thoroughly the war between the states is to take it up by campaigns. This is the method pursued by Eli G. Foster in his text-book on *The Civil War*. He makes the narrative very clear by tracing each movement, separately, as naval operations, Grant's Western campaign, the opening of the Mississippi, Sherman's march, McClellan's peninsular campaign, Gettysburg, and other operations. The scenes of the campaigns are shown by a number of carefully prepared maps on which the routes of the armies are traced in red. (Crane & Company, Topeka, Kan.)

*The Story of Old Falmouth*, by James Otis, is one of a series of volumes on Pioneer Towns of America. The interest in these early towns grows as the time of their settlement recedes, and these books will be eagerly read not only in the towns themselves and their vicinity but thruout the country. James Otis, the author of this book, is well known as a historian and writer for the young. The story of Falmouth relates to that section of Maine, which includes the present Portland. It is described from the coming of the first white man until it was subdivided into the flourishing cities and towns by which the city of Portland is surrounded. It is told in Mr. Otis' concise and forceful manner. (Thomas Y. Crowell & Company.)

*Selections from Five English Poets*, edited by Mary E. Litchfield. The five poets are Dryden, Gray, Goldsmith, Burns, and Coleridge. The extracts consists of popular poems, well annotated by the editor. There is a sympathetic account of the life of each of the poets. A good bibliography is given for the use of students who wish to make an extended study of any of the authors. This is eminently a working edition for elementary and secondary school use. It is very handy in size and arrangement, as a school edition should be. (Ginn & Company, Boston.)

### Modern Language Texts.

By PAUL GRUMMANN.

*Anfang und Ende*, von Paul Heyse, edited for school use by Max Lentz, Paterson Military school. The editor intends this text for beginners and has dealt with the difficulties in footnotes. In the vocabulary only the accent of separable verbs is marked. (American Book Company, New York. Price, \$0.30.)

*Edelsteine*, six select stories by Baumbach, Seidel, and Volkmann-Leander; edited with notes and vocabulary by R. A. Minckwitz and Frida v. Unwerth, both of the Central high school, Kansas City, Mo. The book contains the following selections: *Bruder Klaus und die Treuen Tiere*, *Die Rumpelkammer*, *Der Eselsbrunnen*, *Der Fiedelbogen des Neck*, *Die Siebenmeilenstiefel*, *Der Gute alte Onkel*. The notes and vocabulary appended will make them suitable for second year work. The accent is marked in the vocabulary. (Ginn & Company, Boston.)

*Inkognito*, by Baldwin Groller and Cand. phil. Lauschmann, by P. Albersderf; edited by Max Lentz, of the Paterson Military school. The two little stories are intended for second or third year's work. The vocabulary is largely conversational and will give students an opportunity to acquire many of the common German idioms. Twenty-two pages of material for German composition based on the text and a complete vocabulary are appended. (American Book Company, New York. Price, \$0.30.)

*A French and English Dictionary*, with Indication of Pronunciation, Etymologies, and Dates of Earliest Appearance of words in the Language, by Hjalmar Edgren, Ph.D., professor of Romance languages, University of Nebraska, and Percy Burnet, A. M., of the Chicago high schools. Upon the celebrated dictionary of Hatzfeld-Darmesteter-Thomas the authors base an excellent working dictionary. The book is really a marvel of condensation and clearness. The fact that the work gives also etymologies should make it doubly welcome, since that phase has hitherto been neglected so grossly in our French school dictionaries. A list of English-French personal and geographical names will also prove helpful. (Henry Holt & Company, New York.)

*A Concise French Grammar*, including Phonology, Accidence, and Syntax, with historical notes, for use in upper and middle forms, by Arthur H. Wall, M. A., Trinity college, Cambridge, assistant master in Marlborough college. The laudable tendency of basing language work on scientific and historical methods finds another exponent in the author. The work in phonetics is based largely upon Sweet, Victor, and Passy. Gender is treated from a historical standpoint and in detail, while the author evidently regards the historical treatment of

(Continued on next page.)



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(Continued from preceding page.)

conjugation as too complex for the learner, a view which not all will share. The miscellaneous notes contain a large amount of useful information. The author also quoted in brackets such forms as are permitted according to the recent Arrêté of the French minister of public instruction. (Clarendon Press, Oxford.)

A *French Grammar for Schools and Colleges*, together with a brief reader and English exercises, by H. W. Fraser and J. Squire, professors of Romance department, University of Toronto. This book emphasizes French idioms and irregular verbs especially, and hence will appeal to the practical teacher. Three hundred and thirty-six pages are devoted to grammar and very thorough exercises illustrating the same. Fifty-eight pages of English-French exercises supply a good basis for composition work. Forty-four pages of well-graded reading matter are supplemented by twenty-two additional pages of composition based again on the reading matter. A vocabulary and index are appended. (D. C. Heath & Company, Boston. Price, \$1.12.)

*Nicomède, Tragedie par Pierre Corneille*, edited and annotated by James A. Harrison, professor in the University of Virginia. This book follows the excellent plan which the publishers have adopted in their modern language series of presenting a text with sufficient literary and biographical data to enable the student to get its proper setting. In addition to notes the editor prints the criticism of Voltaire and La Harpe, the variant readings, a bibliography of *Nicomède* and a discussion of Corneille's orthography, pronunciation, and versification. (The Macmillan Company. Price, \$0.60.)

A new issue in the Temple Molière series is *Les Precieuses Ridicules*. This is of

course the most popular of French comedies, and every lover of good literature will be glad to see it in so attractive a form. The preface, which gives a well written account of Molière and of the history of the play, and the glossary are by Frederic Spencer, Esq. The typography is excellent and the arrangement of the printed matter on the page is noticeably good. (McClure, Phillips & Company, New York.)

A popular account of the sweetest of all mediæval singers, troubadours and jongleurs, is to be found in *Provençal Lyric*, by Lewis F. Mott, Ph.D. The book explains in a clear and lively way the conditions of society that gave rise to the lyric outburst that manifested its spirit most completely in Bernart de Ventadorn, Bertran de Born, and Arnaut de Daniel. Examples of Provençal poetry are freely quoted and a number of romantic stories of the loves of troubadours are told. (William R. Jenkins, New York.)

Students who prepared for college a few years back, on Bocher's *French Reader* will remember vividly a dreamy, beautiful selection from Rudolphe Topffer, entitled *Les Hannelons*. This author, whom Pierre Loti calls "Le seul véritable poète des écoliers," left among other delightful works two huge volumes of *Voyages en Zigzag*, in which he conducts classes of his pupils among the Alps. These books were illustrated with caricatures, for Topffer was a clever artist as well as writer.

A little book of selections from the *Voyages en Zigzag* has been made by Ascott R. Hope, for the use of French classes. Even without the author's illustrations these *contes* are exceedingly entertaining, full of lively wit and vivid description. (Henry Holt & Company, New York.)

Newson's *First French Book* is intended for pupils from nine to thirteen years of age. It is not a new book, the new to the American public. It was first written about a dozen years ago by M. Alge, now at the head of a large school for girls in Switzerland. It passed thru half a dozen editions, and an edition was made for English schools by Mr. Walter Rippmann. Its success in England has been marked. It now comes to these shores under the editorship of Mr. Walter H. Buell, of the Hotchkiss school, Lakeville, Conn. After all the nice things that have been said about it abroad, it ought to have great vogue in this country.

The main purpose of the author appears to be to induce his pupils to think in French from the very start. Every effort is made to keep the pupil from thinking *horse* when he says *cheval*. Neither in this, nor in Newson's *Second French Book*, which follows, are there any exercises from English into French. This is in accordance with the views of Prof. W. Vie-

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tor, whose works upon phonetics are well known in all German schools: "Translation into a foreign language is an art that does not concern the schools."

Both these books contain interesting illustrations and are very attractively gotten up. A continuous story runs thru the second book. (Newson & Company, New York.)

In *Stories of Ancient Peoples*, a supplementary reader for schools, the author has presented sketches that will prove an excellent preparation to the study of ancient Oriental history. The chapters are not intended as a continued narrative but present the features of several peoples. The Egyptians, Babylonians, Hittites, Phoenicians, and others are treated in a brief way, but in an interesting style, so that the youthful reader will have no difficulty retaining a picture of each. Miss Arnold has selected her stories carefully and each one gives a truthful pen picture of national traits. The children will be interested in the comparisons that are drawn and they will discover that these ancient peoples, were, after all, human beings with oddities as marked as those we notice in the people of our own day. As an early ethnographical study this is a choice reader. (American Book Company. Price, \$0.50.)

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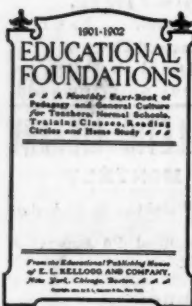
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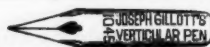
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